

PERSONAL COLUMN

Much comment since June 11 has focused on the North-South divide. Another phenomenon has received less attention. The TES and THES polls during the campaign found teachers in schools, universities and colleges – a mere 1 per cent or so of the electorate – voting overwhelmingly against the Conservatives. But another poll, reported in *The Guardian* on June 15, showed that nearly half of the much more numerous first-time voters (an even bigger proportion than in 1983) supported the Government. Why did Thatcher's children, who had had most of their secondary education since 1979, join the long march to the right?

There is a clue in *Prime Minister: the conduct of policy under Harold Wilson and James Callaghan*, published last month by Bernard Donoghue, head of the Number 10 Policy Unit from 1974 to 1979. He wrote of the Ruskin speech in 1976 and the subsequent Great Debate: "In all my dealings with the National Union of Teachers at that time, I never once heard mention of the education of children."

To judge from press reports of their speeches in the past few weeks, the leaders of the teachers' unions have not changed much. Despite an 8 per cent pay increase for teachers in May, and another in prospect in the autumn, which made them the envy of pensioners and students alike, the union leaders called for more selective strikes in the schools in the run-up to the summer examinations. Egged on by some local authority spokesmen, they sought to argue that the loss of their negotiating rights had almost deprived them of their liberty – as though the Burnham Committee had been a cornerstone of democracy.

Reactions on the doorstep in an area served by a well-supported comprehensive school suggested to me that the great majority of voters were not impressed by this posturing. Their concern was rather with the need to raise standards even faster and further – and, certainly, with the need to devote more resources to that task.

Many of these same voters were not impressed either by Kenneth Baker's opting out plans. He made a speech in our constituency to an invited audience of



RICHARD JAMESON

Thatcher's children

'The great majority of voters were not impressed by the posturing of the leaders of the teachers' unions or by Kenneth Baker's opting out plans.'

Conservative supporters interested in education – councillors, governors, teachers and parents. They listened politely as he explained his plans, but they went away sceptical about the ability of the maintained school system to cope with another decade of expensive turmoil.

He was clearly taken aback by one question: if one lot of governors and parents voted to opt out, could their successors opt in again? Those now drafting the relevant clauses of the Bill promised in the Queen's Speech are not to be envied.

They might be better employed. One piece of news almost submerged by the election was Kenneth Baker's chilly response on May 7 to last October's *Scrutiny of Procedures for the Reorganization of Schools in England* by Angus Mitchell, the former secretary of the Scottish Education Department. He recommended that Sections 12-16 of the Education Act 1980 should be amended so as to leave local education authorities free to make their own decisions in about half the school reorganization cases which at present must go to the Secretary of State.

Those sections have deep roots in ancient history, certainly as far back as Fisher's 1918 Act. The original purpose of the arrangement by which the I.E.A. proposes and the minister decides was simply to protect

denominational schools from unsympathetic nonconformist councillors who might have tried to create a county school monopoly. Today there is little risk of that.

No one would suggest that local authorities should have to go to Whitehall before they open, enlarge or close old people's and children's homes, day nurseries, youth clubs, sports centres, and the rest. In Scotland, since 1981, education authorities have been able to take their own decisions in the great majority of school cases – and I have not read of riots in Glasgow or the Great Glen. A recent research study for the Audit Commission showed that the public's desire is for more decision-making at local level: only 6 per cent of those interviewed thought that the last word on school closures should be with the Government.

There have been two obstacles to rational change. First, successive ministers, Labour and Conservative, have positively enjoyed the patronage that accompanies decision-making on school reorganization proposals. This is human enough; but, as Mitchell's report showed, it has often meant serious delay and sometimes real disruption of carefully made local plans.

But I.E.A.s themselves must share the blame. They made no serious effort to persuade the Government to adopt in England the change painlessly accomplished

in Scotland in 1981. Too many of them have been too willing to shelter cravenly behind the Secretary of State's decisions and to let him take the blame for unpopular closures.

The beginning of a new Parliament, with the prospect of a major Education Bill, is a good moment to bring some sense into the situation by adopting Mitchell's proposals. They were not revolutionary. He would reserve to the Secretary of State decisions on proposals involving capital expenditure of more than £2 million and on the introduction or discontinuance of single sex, selective and sixth-form education. But I.E.A.s would become responsible, as they should be, for deciding whether Little Ditchington or Great Ditchington primary school should be closed.

In his rejection of Mitchell's proposals, Kenneth Baker said that they "could have changed the framework within which the character of schools is determined and thus run counter to the steps the Government is taking to secure their greater autonomy". But for every school that seeks to opt out from the local authority sector, 100 will stay firmly within it.

Their autonomy can only be enhanced if decisions about their future are taken by local councillors, directly accountable to the parents and other voters, rather than by remote and over-burdened ministers. Perhaps the House of Lords will attend to when they get to grips with the Bill.

NEXT WEEK

The Baker Bill
Where do we go from here?

Five years after Thomson
Ian Nash analyzes the role of the youth service

Centres of excellence
Can city technology colleges make the comprehensive system work?

Denied a home?
Marian Lowe discusses the controversy over trans-racial adoption

EXTRA: Music

THE TIMES Educational Supplement

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Thousands of women defect to rival unions

NUT suffers dramatic fall in membership

by Jeremy Sutcliffe

A mass desertion from the National Union of Teachers, overwhelmingly by women members, occurred during the height of last year's pay dispute, according to official statistics made available to *The TES*.

The union lost more than 24,000 paying members during 1986 – more than a tenth of its active membership. The other TUC-affiliated teacher unions, the National Association of Schoolmasters/Union of Women Teachers and the National Association of Teachers in Further and Higher Education also lost members last year.

All four non-TUC unions have, however, profited from the defections – with the Assistant Masters' and Mistresses' Association making massive gains for the second year running. AMMA's paying membership, which now stands at 113,751, jumped by 8 per cent last year. This is on top of a 10 per cent increase during 1985 when, according to the Certification Office, it was Britain's third-fastest-growing major trade union.

The union has now consolidated the lead it established last year over the NASUWT, if only paying members are counted in terms of raw numbers, the NASUWT membership is still well ahead, with 169,839 members (AMMA has 123,600). But this includes honorary, retired and student members. The number actually subscribing to the union is just above the 100,000 mark.

While AMMA is now established as the second largest teacher union in the country, with members between 13,000 and 14,000 are in the private sector. This suggests the two unions have an almost equal number of estate school members. However, if membership from Northern Ireland, where

Union members paying subscriptions, 1985 and 1986			
	1985	1986	% change
NUT	201,444	176,784	-12.3
NASUWT	101,880	104,820	+2.9
NATFHE	71,400	73,583	+3.1
AMMA	113,751	123,600	+8.7
PAT	41,538	38,333	-7.7
NAHT	27,800	28,858	+3.8
SHA	5,800	5,035	-13.2

the NASUWT recruits widely, and overseas members are excluded, AMMA seems to be forging ahead. That could have a significant bearing on the complexion of future pay talks, if and when teachers' bargaining rights are restored.

Mr Geoffrey Beynon, joint general secretary of AMMA, said this week: "If we were still in the Burrow Committee we would be seeking a review. We shall be keeping a careful eye on any new negotiating machinery."

The non-striking Professional Association of Teachers also notched up healthy recruitment figures during 1986, with membership up 5.2 per cent, but failed to repeat the spectacular gains it made earlier in the dispute. The two headteachers' unions also gained ground, largely as a result of their decisions to recruit deputy heads.

But the major development revealed by the new figures is the slump in NUT membership. Most revealing is the desertion by more than 22,000 women teachers, compared with just 1,726 male staff. Although around 70 per cent of the union's membership are female this represents a remarkable vote of "no confidence" by women.

Women primary teachers appear to have left the union in protest against its industrial action programme. Virtually all the gains made by AMMA during last year are among women teachers.

A small part of the hemorrhaging of NUT members could also be attributed to the gradual decline in the number of teachers in maintained schools. In January 1986, the latest date for which statistics are available, there were 402,900 teachers in England and Wales – 2,300 fewer than in the previous January.

Apex from the loss of subscriptions, which could be serious, the NUT's political influence is also likely to suffer from the membership fall. Also of crucial importance is the effect it will have on the balance of power in the union where the left-wing Socialist Teachers' Alliance appears to be growing in influence.



Bishop's move: Jonathan Parker, captain of England's under-11 chess team, calls for divine intervention during last week's match with Scotland. And it would appear his prayer was answered for the English squad, ranked second in the world (after the Soviet Union), trounced the young Scots by 33½ points to 6½. Chess column – page 8

CTCs will not be tied to national curriculum

by Ian Nash and Sue Surkes

City technology colleges will be treated as independent schools and there will be no statutory requirement for them to comply with the national curriculum. Sources at the Department of Education and Science this week said they would be expected to offer a curriculum "broadly consistent" with the national model and that such a demand would be a condition of the Government grant.

But the DES stressed that "there will be considerable scope for them to develop their own characteristic identities". One reason for the exemption is believed to stem from ministers' feelings that industrial sponsors should not have their hands tied by Whitehall and should be free to experiment with technological ideas.

Schools that opt out of local education authority control will, however, be bound by the national curriculum legislation, planned as part of Mr Kenneth Baker's "Great Education Reform Bill" to go before Parliament in November.

A consultation paper on the national curriculum will be published by the end

News Focus on the Queen's Speech, pages 10 and 11.

of this month, with at least four more on financial delegation, opting out, open enrolment and charges for "extras" such as field trips and music education.

Most papers can be expected "in days rather than weeks", according to the DES, to allow a consultation period of at least three months.

Representatives of the I.E.A. associations are expected to discuss the national curriculum when they meet Mr Kenneth Baker today to debate a backlog of issues including GCSE funding.

The I.E.A.s have already voiced their opposition to much of the proposed Bill and at their annual conference later this month they are expected to approve plans to use their powers under Section 85 of the 1944 Education Act to set up a standing conference on the proposed legislation.

They are also seeking a wider campaign of opposition involving the teacher unions, parents' organizations and the churches.

Mr John Pearman, education chairman for the Association of Metropolitan Authorities, said: "We owe it to our members and the service to do more than express opposition. If by our joint efforts we can rebuild the consensus there must be in education, that will be a significant achievement."

The I.E.A.s are certain to receive a sympathetic response from the teacher and headteacher unions. With the exception of the Professional Association of Teachers, they have all expressed their opposition to the Bill.

Comprehensives pose no handicap to young golfers

by Bert Lodge

Children wanting to take up golf would be better off opting for the state school system than the independent sector, judging by a survey conducted by the magazine, *Turf Management*.

For despite its class associations, golf is almost three times more likely to be available at a comprehensive than a private school.

And, while independents educate 7 per cent of the school population, they own only 5 per cent of the total playing field area used by educational establishments.

But 83 per cent of private schools have athletics tracks compared with 57 per cent of maintained schools. Some 96 per cent of independents have cricket grounds; the comparable figure for the maintained sector is 80 per cent.

In hockey pitches and tennis courts, state schools are slightly ahead with 79 per cent against 77 and 75 respectively. They are also seeking a wider campaign of opposition involving the teacher unions, parents' organizations and the churches.

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NOTICEBOARD

No 311 CROSSWORD by Rufus

PEOPLE

Dr John Davoll, director of the Conservation Society, and Mr Rupert Booth, HM with national responsibility for environmental education, have been appointed trustees of this Conservation Trust.

Phyllis Adams, professor of education at the University of Denver, Colorado, has been appointed president of the International Reading Association from 1987 to 1988.

Mr John Giff (above), formerly deputy head of Park Barn comprehensive school, Guildford, has been appointed full-time co-ordinator of the Newspapers in Education scheme.

CONFERENCES

July 1-2
Politics and accountability in I.E.A.s organized by the training group of the Society of Education Officers. Midlands region with Geoff Driver, Dr David Mullan, Professor Steven Brister, and Mrs M Marshall. Fee: £65. Details from Julian Kramer, Education Department, Matlock, Derbyshire DE4 3AG.

July 4
Autobiography in education – Avon Association for the Teaching of

English conference at Bristol Polytechnic with Terry Engle and Marie Collins. Details from Nick Kinley, 144 Wellington Hill West, Bristol BS9 4QT. Please enclose a stamped addressed envelope.

July 8-10
Managing the career break in education organized by West Sussex I.E.A. for advisers, INSET, co-ordinators, teachers' centre leaders, heads and teachers interested in schemes similar to the West Sussex *Keeping in touch* with teaching project. Fee: £30.

July 10-11
Details from Dr Pauline Suzzing, Western I.E.A. Professional Centre, Oaklands House, College Lane, Chichester PO19 4PF.

July 10-12
Information technology in teacher education at Rolle College, Exmouth. Speakers include Mr J Owen, Mr E Caperson and Mr J Foster. Details from Eric McDowell, ITTC conference organizer, Rolle College, Exmouth, Devon EX8 2AT.

July 10-12
National Association for Curriculum Enrichment and Development annual conference at Reading University. Speakers include Dr Joan Freeman, Mr Jack Mansell and Mrs Pat Curtis. Fee: £75. Details from Mrs J Rafter, Polyport CE primary school, Stroud Farm Road, Hollyport, Maidenhead, Berkshire SL6 2LP.

July 13-17
Initial teacher training exploring an industrial dimension for tutors, contributing to PGCE courses in colleges, polytechnics and universities at Homerton College, Cambridge. The conference will review developments in schools, the involvement of industry, support from the ICF project and proposals for staff development. Details from Sylvia Wilson, Homerton College, Cambridge CB3 2PT.

July 13-14
British Association of Advisers and Lecturers in Physical Education annual conference at Loughborough University. Details from the Congress Secretary, Mrs Gifford, York Tice College, St Albans, Herts. SG8 2PL.

COURSES

July 3 and 10
Further Education Unit and Forum for Access Studies seminars on Access to maths, science and technology at South Bank Polytechnic on July 3 and Lancaster Polytechnic on July 10. Details from FASU, 58 Clapham Common North Side, London SW4.

July 10-14
Teacher effectiveness in physical education organized by the British Association for Advisers and Lecturers in Physical Education at Loughborough University. Details from the Congress Secretary, Yew Tree College, Stanbrook, Thetford, Essex CM6 2NL.

July 11-14 and September 3-6
Video production workshops organized by the University of Salford for professionals who wish to use video as a teaching aid. Fee: £325 or £395 with accommodation. Details from Mrs Marjorie Campbell, PGCUP Development Officer, University of Salford, Salford M6 6WT.

July 13-17
A study tour at Manchester Polytechnic for GCSE science teachers exploring the Physics and Rubber Institute includes laboratory work, visits and discussion speakers. Details from Frances Bury, The Physics and Rubber Institute, 11 Hobart Place, London SW1W 0HL.

July 14
British Association of Advisers and Lecturers in Physical Education annual conference at Loughborough University. Details from the Congress Secretary, Mrs Gifford, York Tice College, St Albans, Herts. SG8 2PL.

EVENTS

June 26
I.E.A. primary and secondary schools' arts festival in Battersea Park, south London, based on the Hindu epic, the *Ramayana*.

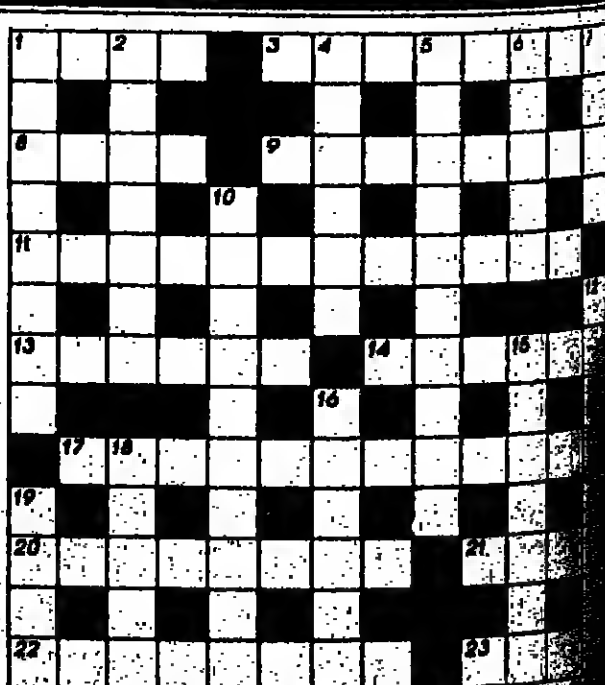
June 29
TVEI open day at Lord Gray school, Milton Keynes. Exhibition themes include TVEI publications, gender, software, residential education, work shadowing, social education and graphics. Details from Kenneth Lewis, Curriculum leader for Business Education, Buckinghamshire TVEI.

June 29-July 12
Primary education in the I.E.A. an exhibition and programme of events at the Royal Festival Hall. Lecture details and tickets from Trevor Rawlins, Room 388 County Hall, London SE1 7PB.

July 2
The prices of tickets for the Festival of Vehicles at the Royal Albert Hall is £2.50 (£2 children) and not as printed on June 12.

INFORMATION

Aids research
The Funds Distribution Committee of International Aids day invites applications for grants from bodies concerned with Aids in any of the following areas: health education, medical drug research and community care projects. The committee favours justified funding, but will consider any project that fulfils the requirements for applications. Details from Ms Jane Miller, Secretary to Dr A. Phipps, Department of Immunology, St Mary's Hospital, Frenchay, Leeds LS2 9PL.



Across
1 Youngster needing extra for protection (4)
2 How much, as cooked by Chinese? (4-4)
3 Refusal to start on time (6)
4 Let with the threat of evil (8)
5 Rules not enforced in the night (3,2,3,4)
6 Ronald could be public school head (6)
7 Colours, advance warning (3,4)
8 Badly beaten, apparently, by two (5,4)
9 Defeat, by a knockout (4)
10 Mystery of replaced non-U.N.U. official (10)

Down
11 Plaque, advanced, to record development (4,4)
12 Mabel, newborn Welsh girl's name (10)
13 In full extent of the rice (6)
14 They go round causing destruction, naturally (10)
15 We hear school meals should be this (4)
16 Used to pre-empting Route 4 (4)
17 Mystery of replaced non-U.N.U. official (10)

THIS WEEK

WORK
10-11
12-13
14-15
16-17
18-19
20-21
22-23
24-25
26-27
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Down the wrong road 4

South Bank show 4

The national service 19-20

Assembly to Reckett 20

Routes to Open Learning 26-27

EXTRA: Music 41-48

SCHOOL TO WORK



Norman Fowler: wants to increase employer representation

Unions may withdraw from MSC

A special meeting of the Manpower Services Commission has been called for next Tuesday. It could spell the end of the Commission in its present form.

It is likely that the Commission will be confronted with a letter from Mr Norman Fowler setting out his intentions to change the composition of the membership and outlining the programmes that he will require the Commission to carry out. Both involve changes which may cause the unions to withdraw from the MSC.

The Government is committed to increasing the weight of employer representation, which means abandoning the power-principle on which

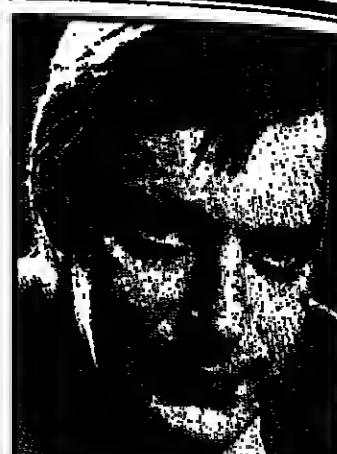
the MSC has always been based — dominance by an equal partnership of the TUC and the CBI. The programme plans include expanding the Job Training Scheme, from which the TUC general council has already decided to withdraw support.

And the Commissioners will also be expected to accept removal of supplementary benefit for the under-18s who reject the Youth Training Scheme.

As if to underline the gravity of the occasion, Mr Geoffrey Holland, the MSC's director, has called a meeting of his regional directors on the same day. But it is unlikely that the TUC

representatives will commit themselves to any irreversible course of action at Tuesday's Commission meeting. They will, instead, report to a meeting of the TUC education and training committee the following week, which is likely in turn to make recommendations to the general council.

Any final decision as to whether or not to withdraw from the Commission may, in fact, be held over to be decided at the annual meeting of the TUC in September. Meanwhile, at the centre of the crisis discussions will be Mr John Monks, the TUC's head of education and training, who has been chosen as the new deputy general secretary.



John Monks: involved in the crisis discussions

Giant training board finally brought to heel

The giant of the Youth Training Scheme, the Construction Industry Training Board, is still waiting for the seal of approval which will enable it to continue recruiting 19,000 trainees a year. A decision is expected from the Manpower Services Commission within the next fortnight.

The board, by far the biggest managing agent in the YTS, was one of the first to apply to the Commission for approved training status, which has become mandatory. It involves meeting stringent criteria for staffing, resources, organization and policies, as well as the quality of training.

The long, formal vetting process brought to a head major disagreements between the MSC and the board as to how the construction industry's YTS should be run. In particular, the MSC was convinced that the board needed far more field staff to monitor the on and off-the-job training of the youngsters, who are placed with employers all over the country. It was also highly critical of the board's failure to get more than a handful of girls into the scheme.

The board, which in the past has forced the MSC to let it ignore YTS criteria; fought hard, but the MSC refused this time to treat construction as a special case. In the end, MSC officials spelled out that the board must double its field staff and take steps to promote equal opportunities if it wanted to stay in the scheme. It offered provisional approval to give the board time to make the changes. At this point the board dug its heels

in. Normally agents who have failed the long MSC vetting process can only go on running their schemes if they get provisional status, which gives them until next April to put things right. The board said it was willing to consider meeting the MSC's requirements, but not to accept provisional status.

Going over the MSC's head to employment ministers, the board's leaders explained that provisional status would be a damaging slur and would be taken by building employers to mean that the board was not up to its job.

As a result, the Commission has put off announcing the decision for more than three months, while the board has been making the required changes. They include recruiting 320 staff to

Edited by
Mark Jackson

double the existing number of field training advisers and appointing equal opportunity and development specialists. The ratio of field staff to trainees will now meet the YTS standard of 1:60.

The cost of meeting the requirements is more than £5 million for next year, but the board gets £72 million a year for the YTS from the MSC, which covers two-thirds of the cost. The remaining third comes from the board's levy on employers.

At the stormy board meeting which decided to concede to the MSC's demands — seen by some of the



Building sights: the MSC has always wanted the Construction Industry Training Board to induct more girls

employer members as bureaucratic extravagance and meddling — it was also agreed that next year's YTS intake should be increased to 21,000. This means that by September the board will have 36,700 YTS trainees.

The board's surrender is its first major defeat in a long history of feuding with the MSC, punctuated by major battles in the corridors of power and public attacks by the board on the Commission's policies. The board, 21-years-old this year, has been immensely self-confident because it has been running major training programmes for a long time and has the backing of most of its big employers.

When the first YTS, the one-year version, was being set up the CITB was able to force the Commission to let it run the programme in its own way because the YTS could not afford to turn down the 18,000 places the CITB was offering. In due course the board had the satisfaction of seeing the whole YTS change over to its concept of occupational training.

As well as its YTS scheme, which ensures that the overwhelming majority of trainees get contracts of employ-

ment at apprentice rates during their second year, the board runs skills courses at Birmham Newton, the former RAF station in rural Norfolk which claims to be the world's biggest training centre. So far, 65,000 building and civil engineering staff have taken its residential courses.

At the 21st anniversary celebrations at Birmham Newton last week, a big man wearing a cloth cap and a tweed jacket and waistcoat over the bottom half of a dark business suit sat watching the civil engineering magnates queuing with the small lobbying builders for plates of sandwiches and glasses of Muscadet. It was Leslie Kemp, the former transport workers' shop steward, who turned the board into Britain's most powerful training body long before training had become a fashionable national issue. He retired from the chairmanship nearly two years ago and lives as a country gentleman nearby.

"I think he's taking the mickey out of us, but then, he always did," said a bystander. "But you can bet on one thing — if he were still in charge the MSC wouldn't have got their way."

Commission fails its own quality control test

Five of the Manpower Services Commission's own skillcentres have failed to meet the criteria for approved training organization status in the Youth Training Scheme. They have been granted provisional training status and have until next April to reach the required standards.

Only one of the skillcentres which have been vetted so far has achieved full approval. The MSC does not disclose to outsiders the reasons for refusing to grant approval, which is dependent on meeting 10 criteria. But women's organizations, which have been highly critical of the way some of the centres treat female trainees, will suspect that they do not meet the very specific requirements to promote equal opportunities.

Latest figures for the progress of the YTS-vetting process — the first to become available since April, at which the MSC election process prevented any further reports — show that just half of the 3,362 schemes examined have been approved. The rest, apart from half-a-dozen outright failures, have been given provisional status.

The private sector managing agencies, private training agencies, and business associations — have done best, with 54 per cent of full approval. But only 42 per cent of the voluntary agencies have qualified. In between is the public sector, which includes industry training boards, information technology centres, and the skillcentres as well as local authority and nationalized industry schemes. Forty-five per cent of the public sector managing agencies have been granted full approved status.

Decisions are still to come on 40 more managing agencies, and it is expected that they will all be announced by the end of next month.



Carth Hill pupils and TTNS staff check the incoming results from hundreds of schools. Every school was issued with an Extra Election code number for security purposes.

SCHOOLS VOTE ON-LINE

School children all over Britain were given the chance to voice their political opinions recently in a special 'Extra Election' organised by BBC's Newsround. During the run up to the General Election schools everywhere were holding their own elections. Some of these were chosen to represent their constituencies in Newsround's School's Election. On June 10th the TTNS offices became the nerve centre for the collation of all the results and a special Newsround programme, broadcast on June 12th, recorded the excitement of the day.

TTNS became involved with the Extra Election through the Hansard Society, appointed by Newsround to act as political watchdog for the event. John Wilson, from the Hansard Society, saw the potential for incorporating electronic mail into the results collation process and told TTNS about the Newsround Project. Eager to be of assistance TTNS soon agreed to be responsible for the collation and analysis of the incoming results.

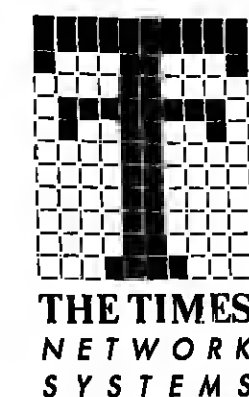
Participating schools were selected by The Hansard Society and of the 650 constituencies in the United Kingdom 461 were represented in the project. Each school was responsible for the organisation of its own election day, to be held before 10th June. On that day the TTNS office was staffed by children from Carth Hill School, Rocks Park Church of England School, Wilmore Church of England Primary School and Sarah Bonnell School. Everyone was allocated a specific task, varying from answering telephones and inputting data onto computers, to pinpointing results on a 5R high constituency map.

At 9.00 am results started to flood in, some by telephone, others on electronic mail. Each school using TTNS filled in an interactive form on the system, their results being sent automatically for collation on a master terminal. Telephoned results were transferred onto computers by the team of helpers. The Extra Election database had been created

to allow the results to be graphically presented as they became known. In addition a breakdown of the number of votes cast in each constituency was also available. A BBC film crew recorded the activity throughout the day. John Craven, a German TV crew and two young reporters were also visitors to the TTNS nerve centre. The following is an extract of the report produced by Louise Bailey and Clodagh Walsh from Sylvan High School, Croydon:

Amidst the general hubbub and ordered noise of the election nerve centre at TTNS there was suddenly a moment's quiet. "He's arrived," said one of the young telephone operators. Everyone looked up for an instant and then the phones rang, the spell was broken and everyone was back at work... Over a mouthwatering selection of sandwiches and chocolate cookies we finally cornered our man. Starting with the issue of holding elections in schools we asked John Craven his point of view. He thought it was very important for schools to hold elections because everybody should get a chance to say what they think and children shouldn't be left out as they will be the voters of tomorrow. After asking him whether children are likely to vote the same way as their parents, he answered that they will hear a lot of arguments in the home and that is bound to influence them. But when the results come in we will see.

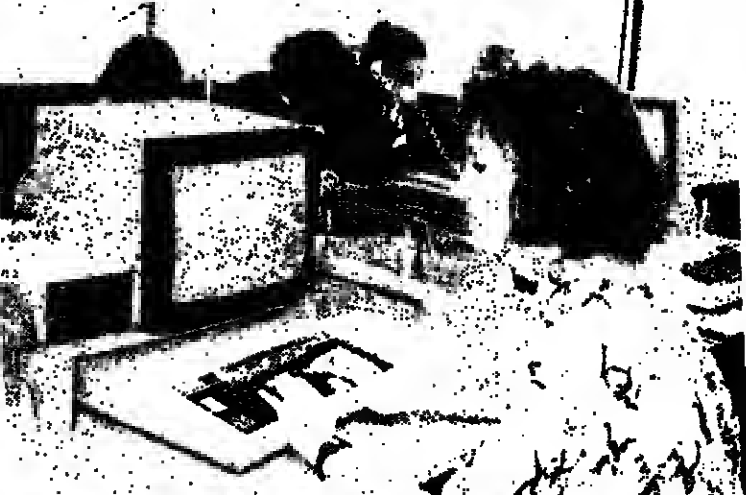
At the end of an extremely busy day everyone crowded around the master terminal in anticipation. Only a narrow margin separated the number of seats won by the Conservative and Labour parties. However, as all the results were not received until 12 July the suspense was prolonged until the programme was televised. The final count produced the following results: Conservatives 176 seats, Labour 168 seats, SDP/Liberal Alliance 84 seats, Other Party's 33 seats. These results are now available in the News and Current Affairs section of the National Database, along with a breakdown for each constituency.



THE TIMES
NETWORK
SYSTEMS



Newsround presenter Roger Finn helps Deborah Richards from Rocks Park School, to locate a constituency so she can flag it with the winning party's colour.



Results received by telephone being transferred onto the computer for collation. Throughout the day an ongoing results situation was available to the nerve centre team.

HOT ON-LINE NEWS FOR SCHOOLS - JULY 9TH

It's still not too late to register your school for the next newspaper day, to be held on July 9th. TTNS will be acting as an electronic news agency providing schools with real news in real time, enabling them to produce real newspapers in a day.

A series of 'A Day in the Life' feature articles is planned, telephone interviews have been arranged and news will be coming in from all over the world. Participating schools can send copies of their finished newspapers to TTNS and a panel of experienced judges will provide feedback about each newspaper received.

If you would like to be involved you can register by typing REQUEST NEWSPAPER at the system prompt or mail Ever Silver on TCD07 for further details.

TIMES BOOKS PRIZEWINNERS

Times Books' competition on General Election facts and figures proved to be quite testing. It required considerable research and diligence to find the correct answers.

Well done to the winner: Monks Hill High School, South Croydon, Surrey.

This school receives a copy of the invaluable book The Times Guide to The House of Commons — June 1987, to be published 20th July.

MORE NEWS ON MODERN LANGUAGES

A new section of the French database has been set up to complement the news provided by 'ACTUALITES' and 'Derbyshire's' 'L.I.D.' LE MONDE FRANCOPHONE will feature texts from the francophone countries not often dealt with in course books. The aim is to give a wider, less ethnocentric view of the French-speaking world. As with the above mentioned services, the information will be entirely in French.

*Last Christmas will be presenting further topics from a new viewpoint.

ECCTIS — COURSES INFORMATION AVAILABLE VIA TTNS

The Educational Counselling and Credit Transfer Information Service is very pleased that its on-line viewdata search facilities have now become available to TTNS subscribers. ECCTIS aims to provide UK-wide data on all courses leading to qualifications in further and higher education — from postgraduate taught degrees to non-advanced awards (except GCEs) in everything from Astrophysics to Haldressing and from Hsawdweaving to Zoology.

ECCTIS data covers courses in universities, polytechnics, Scottish central institutions and further education colleges. Next year it is expected that courses data will be added from correspondence colleges and the independent further and higher education sector. By the end of 1988 the ECCTIS database should contain information on over 70,000 courses.

In 1986 the ECCTIS mainframe at Walton Hall in Milton Keynes handled 40,000 on-line enquiries. Current user statistics indicate that this figure is likely to double and reach over 80,000 enquiries in 1987.

Searching the ECCTIS database on-line is a pretty straight-forward with instructions shown on each frame. However new users may like to get a free Users Guide from the ECCTIS office, which will also provide, on request, a general information pack about all of the ECCTIS information facilities, including the recently published reference HANDBOOK ON CREDIT TRANSFER about opportunities for non-standard entry to higher education courses.

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Fledgeling stars try their wings

by Nigel Short

The semi-finals and finals of The Times British schools' chess championship will be played at The Great Eastern Hotel on July 9 and 10. For many years now, The Times championship has been the arena for numerous young players who went on to become international masters and grandmasters. Jonathan Speelman, the reigning British champion, took part in the championship as indeed did I (my school, Dulwich College, won outright in 1963 and 1966).

The Times championship serves to enhance a productive use of leisure by young people and also encourages standards of academic excellence.

Competitive international chess is a sport at which England has become unusually successful. In the last Olympics of 1986 and those of 1984, our national team captured the silver medal on both occasions. Many of the team members had been brought up on The Times schools' championship. In the words of Jeremy Hanley (MP for Richmond and Twickenham), England is

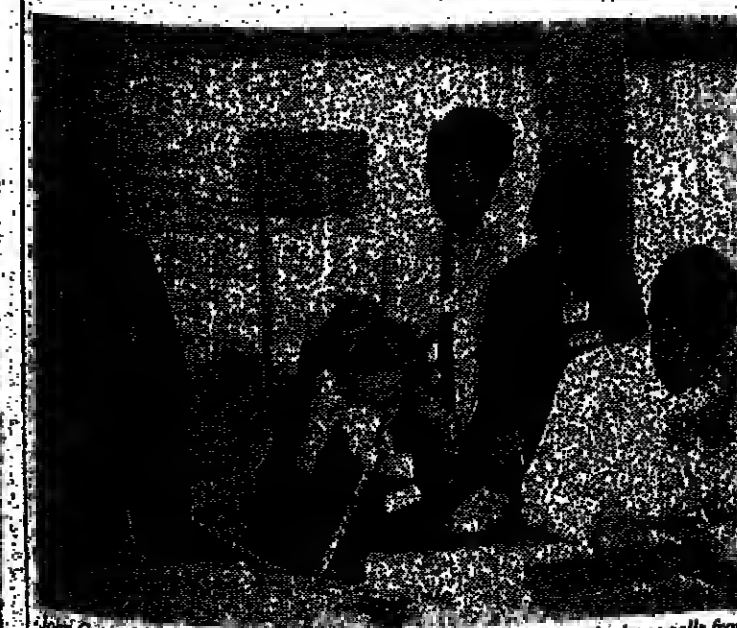
now a nation that is respected throughout the chess world. Last year, The Times championship led to a worthy winner in the shape of Plymouth College who defeated The Royal Grammar School, Colchester, by 4-2 in the final. The following exciting game was the one which clinched Plymouth's victory.

White: Timothy Kendall (Plymouth) — Black: Michael Roberts (Colchester) Skillful Defence

1.e4 e5 2.Nf3 d5 3.d4 dxe4 4.Nxe4 Nf6 5.Nc3 e6 6.Bg5 e5 7.f4 b5 8.f5 d5 9.Qd3 Qd6 10.Qxe4 Bb7 11.Qd3 Qd6 12.Qxe4 Bb7 13.Qd3 Qd6 14.Qxe4 Bb7 15.Qd3 Qd6 16.Qxe4 Bb7 17.Qd3 Qd6 18.Qxe4 Bb7 19.Qd3 Qd6 20.Qxe4 Bb7 21.Qd3 Qd6 22.Qxe4 Bb7 23.Qd3 Qd6 24.Qxe4 Bb7 25.Qd3 Qd6 26.Qxe4 Bb7 27.Qd3 Qd6 28.Qxe4 Bb7 29.Qd3 Qd6 30.Qxe4 Bb7 31.Qd3 Qd6 32.Qxe4 Bb7 33.Qd3 Qd6 34.Qxe4 Bb7 35.Qd3 Qd6 36.Qxe4 Bb7 37.Qd3 Qd6 38.Qxe4 Bb7 39.Qd3 Qd6 40.Qxe4 Bb7 41.Qd3 Qd6 42.Qxe4 Bb7 43.Qd3 Qd6 44.Qxe4 Bb7 45.Qd3 Qd6 46.Qxe4 Bb7 47.Qd3 Qd6 48.Qxe4 Bb7 49.Qd3 Qd6 50.Qxe4 Bb7 51.Qd3 Qd6 52.Qxe4 Bb7 53.Qd3 Qd6 54.Qxe4 Bb7 55.Qd3 Qd6 56.Qxe4 Bb7 57.Qd3 Qd6 58.Qxe4 Bb7 59.Qd3 Qd6 60.Qxe4 Bb7 61.Qd3 Qd6 62.Qxe4 Bb7 63.Qd3 Qd6 64.Qxe4 Bb7 65.Qd3 Qd6 66.Qxe4 Bb7 67.Qd3 Qd6 68.Qxe4 Bb7 69.Qd3 Qd6 70.Qxe4 Bb7 71.Qd3 Qd6 72.Qxe4 Bb7 73.Qd3 Qd6 74.Qxe4 Bb7 75.Qd3 Qd6 76.Qxe4 Bb7 77.Qd3 Qd6 78.Qxe4 Bb7 79.Qd3 Qd6 80.Qxe4 Bb7 81.Qd3 Qd6 82.Qxe4 Bb7 83.Qd3 Qd6 84.Qxe4 Bb7 85.Qd3 Qd6 86.Qxe4 Bb7 87.Qd3 Qd6 88.Qxe4 Bb7 89.Qd3 Qd6 90.Qxe4 Bb7 91.Qd3 Qd6 92.Qxe4 Bb7 93.Qd3 Qd6 94.Qxe4 Bb7 95.Qd3 Qd6 96.Qxe4 Bb7 97.Qd3 Qd6 98.Qxe4 Bb7 99.Qd3 Qd6 100.Qxe4 Bb7



A well-biting encounter in last year's England v Scotland under-11 match in the Extra Election. John Wilson, of The Hansard Society, carefully monitors the proceedings.



John Craven, a German TV crew and two young reporters were also visitors to the TTNS nerve centre. The following is an extract of the report produced by Louise Bailey and Clodagh Walsh from Sylvan High School, Croydon.

NEWS FOCUS



THE QUEEN'S SPEECH

Potholes that may trip Mrs Parrish

OPTING OUT

Mrs Vivienne Parrish, Haringey resident and mother of three, is determined, reported last week's TES, to have her children educated at schools outside the control of her local Labour council.

She is not, to the best of my knowledge, particularly well-off and has no plans to enrol them in independent schools. Her intention is to persuade a majority of parents in her children's school to "opt out" of the L.C.A. system.

She is precisely the type of parent that Mr Baker says his proposal is aimed at: a resident of the inner city distressed at the political interference of her council in schools. On the face of it, it's an open end case and she, and her friends, "could have no problem in convincing the minister to find her school directly."

There are, however, snags. For a start, what will happen if, at the specially convened meeting of parents, Mrs Parrish's opt-out proposal receives 51 per cent of the votes?

According to Mr Baker, a bare majority is sufficient. But he also says that a school must be "viable" before it will be allowed to break the links with the L.C.A. For this reason, primary schools with fewer than 300 pupils will not be allowed to opt out.

I don't know the size of Noel Park primary school in Haringey, but for the sake of argument take it to be about 300 pupils. If the 40 per cent happy with the council, or even a proportion of them, opt to remove their children to a school that wants to remain within the system, it soon falls to a size not deemed "viable" by the minister.

The example chosen is not an academic one. Educational administrators are convinced that the opting-out demand will come largely from the primary sector. They anticipate that only a few secondaries will take that route, and that they will be almost exclusively grammar schools.

There is a simple explanation. Parents of teenagers are worried about exams and few would welcome the upset that opting out would cause. Then there is the Treasury. If it is going to fund the opted-out schools it will demand cast-iron guarantees that they have a future.

Barry Hugill

A 64-word passage in the Queen's Speech last week heralded the biggest shake-up to state education since 1944.

"My Government will take action to raise standards throughout education and to extend parental choice. Legislation will be introduced to provide for a national curriculum for schools, delegation of school budgets and greater autonomy for schools."

"It will also reform the structure of education in inner London, give greater independence to polytechnics and certain other colleges and support the establishment of city technology colleges."

These proposals will now be moulded into what Mr Kenneth Baker is describing as his "Great Reform Bill", which will be brought before Parliament in the autumn. In addition

to the Bill, a consultative paper on changes which can be levied for "extras" such as music education and residential trips will be issued and a Green Paper outlining future negotiating procedures for teachers will be published in the autumn.

Here and opposite TES staff report on the planned changes to the education system and their likely impact.



Charge for extra "extras" to the school curriculum was not mentioned, although they are the subject of a consultation document due almost immediately.

The 1944 Education Act says that "no fees shall be charged in respect of the education provision in any maintained school."

Lawyers at the Department of Education and Science have interpreted this to mean schools cannot charge for anything - field trips, music tuition, ingredients for cooking lessons, but many schools have made such charges for years.

Source a close to Mr Baker says plans are to "tidy up" existing law. Opponents say it is the tip of the iceberg.

Universities await fate on finance

HIGHER EDUCATION

Plans to tighten control of university spending through the reform of the University Grants Committee and the introduction of contract funding have been dropped from the new Baker Bill.

The decision to leave university changes out of its priority education programmes represents a significant victory for vice-chancellors who have been fighting strongly against the proposals.

But a Department of Education and Science spokesman said discussions on the recent White Paper on higher education would continue. It is likely, therefore, that the Government is planning a further Bill later in the year to deal specifically with the universities.

The Queen's Speech did include, however, Government plans to remove polytechnics and the big colleges of higher education from local authority control.

These will in future receive direct funding from the DES which will be administered by a new Polytechnics and Colleges Funding Council (PCFC). A number of smaller colleges which mainly take higher education students will also be given the chance to "opt out" of local government control.

The new PCFC, which will replace the National Advisory Body which at present administers polytechnics and the big colleges, will be held on a far tighter rein by the Secretary of State.

Unlike the NAB, the majority of whose members are local government representatives (and therefore politicians), the new body will be appointed entirely by Mr Baker or his successor. The Secretary of State will also have reserve powers - a veto in effect - to overturn decisions taken by the PCFC, and to impose his own. It will also have a much stronger industrial and commercial representation than at present.

The changes, which will give polytechnics greater control of planning and the day-to-day running of their institutions, nevertheless represents a shift of political control from the L.C.A.s to central government.

Under the new arrangements, polytechnics will be forced to bid against each other for teaching funds. Evidence is already emerging of virtual contracts with the new funding body: they will have to compete in terms of the cost and quality of the courses they provide. Weaker departments could be closed or merged, while successful ones will expand.

The same recipe had been planned for the universities, but strong resistance from one of the country's most powerful institutions, with a long tradition of autonomy, has apparently paid off.

Vice chancellors have been particularly concerned that competitive tendering, loss of academic tenure and other "efficiency" measures could stifle pure research and deter the best brains from taking up an academic career.

A further Education Bill to deal with the universities remains a strong possibility, and may incorporate further changes - such as the soon-to-be-

published Advisory Board for Research Council's recommendations for a three-tier university system, headed by 15 research-led "super universities".

But despite escaping the Government's immediate legislative net, the universities are likely to move quickly towards the greater efficiency measures being sought by Whitehall: performance indicators, appraisal of lecturers' performance and devolution of budgets to departmental heads.

Having put universities on to the "back-burner" Mr Baker and his colleagues now face their major battle: higher education with local education chiefs, who are likely to try to win as much as possible from the "nationalised" polytechnics and colleges.

Evidence is already emerging of conflicts ahead. Writtle Agricultural College, one of 11 colleges which has the option of leaving the protection of local government, has launched a campaign against Essex County Council which has declared its intention to hold on to its assets, estimated at £10 million. Other skirmishes are expected.

The changes will take place against a backdrop of higher student numbers (an extra 50,000 by 1990, many of them part-time) and expenditure cuts (2.7 per cent - £126m - is due to be shared in the next three years from higher and further education). As a result, institutions will have to become even more "efficient" and will have to turn more towards industry to balance the cash equation.

Jeremy Sutcliffe

NEWS FOCUS

The picture begins to clear

CURRICULUM

Much of the debate about the Education Secretary's proposed national curriculum has been dominated by two questions: How prescriptive will Mr Baker be? And whose advice will he take?

The answers to these questions are not yet clear. But some of the pointers as to what is still a vague picture are beginning to emerge.

As expected, Mr Baker will use the new Education Bill to lay down the foundation subjects that could occupy 80 to 90 per cent of the timetable. The Bill is likely to specify that all children from 5 to 16 be given the chance to acquire knowledge, skills, concepts, and attitudes relating to English, maths, sciences, a foreign language (in the case of secondary pupils), history, geography, technology, art, music and

Creativity will not be included, neither will *Tory blues* such as peace studies. Coverage of cross-curricular themes will be expected within the foundation subject range.

The Bill will also give the working parties some idea of the strength that will be accorded to each subject. (Details about curricular balance are likely to be included in a national curriculum consultation paper which will be published in the autumn.)

The details - on attainment targets and programmes of study for each subject area - will, however, be left to regulations devised in line with recommendations from a series of working groups, recommendations which will have been put out to consultation.

The working groups, each with between 12 and 15 members, will draw up subject plans to be placed before a national curriculum council appointed by Mr Baker.

The first two groups will be on mathematics and science and will probably be followed by English and technology then geography and history.

The curriculum council is likely to be

at odds with the suggestion being canvassed by the L.C.A.s that there should be a national advisory body on the curriculum.

As one source at the Department of Education and Science put it, CLEA was proposing something that was "large, advisory and representative". What Mr Baker wanted was something "small, workmanlike, and reflective of, rather than representative of, different views". He is expected not to ask the various bodies to nominate their representatives, but will canvass opinions first and then appoint people he believes reflect the interests expressed.

This small end workmanlike body would almost certainly include representatives of business and industry, local authorities and teachers. But the teacher unions, for example, would be unlikely to be directly represented.

Most of the donkey work will be left to the professionals and practitioners who are expected to make up the working groups.

The idea is that they will come up with guidelines for each subject area similar to the national criteria for the GCSE. The expectation is that they will prescribe quite heavily on some aspects but leave room for manoeuvre on others.

The L.C.A.s will be left with a considerably reduced say at the end of the day. They will be able to add their own stamp to the foundation curriculum by deciding, for example, that children should learn German instead of French as their first foreign language.

Beyond that, they might only have between 10 and 20 per cent of the timetable to play with.

Teachers will still be free to choose textbooks and other materials. They will also have some freedom over approaches. But they will have to bear in mind the demands of the various attainment targets which will be set for children at the ages of 7, 11, 14 and 16.

The idea of attainment targets is central to the Education Secretary's aim of making the goals of education more explicit to producers and consumers. (A DES source stressed last week that the controversial tests Mr

stray too far from his original model, outlined in October, it is clear they will entail much more, including possibly adult evening classes and education for those on the Youth Training Scheme and the Job Training Scheme.)

The appointment of Lord Young - no stranger to vocational education and training since his days on the MSC - was welcomed by Mr Cyril Taylor, the man responsible for finding sponsors and sites, as "a great boost for the CTCs".

"The announcement of a fifth sponsor is a landmark and there are a further four that are pretty solid. They are committed to financing CTCs, but it is often a question of securing sites before they will go public."

He believes "beyond question" the argument that CTCs benefit the community as a whole. With the running costs covered by the local authorities on the education of 1,000 pupils and the money recovered from the sale of land, "each CTC represents up to a further £5million extra for educational spending", he said.

Mr Taylor's vision of the schools adds a new and possibly clearer meaning to Mr Baker's claim that they will be "all-ability" and "selective". The words were taken to mean that pupils would be selected to be representative of all abilities within a catchment area.

Mr Taylor agrees that this "should" and "will" be so. However, he expects also that once selected on aptitude tests, pupils will then be streamed in three ability bands from the age of 11.

Laudable though this approach is in the eyes of many educationalists, it could prove disastrous if - as the National Confederation of Parent-Teacher Associations claims - parents are opposed to selection. This view was certainly supported by a vox pop of Solihull parents (TES, May 29).

Before any question of streaming was mentioned, parents in deprived areas saw selective CTCs as a well-funded CTC away from the neighbourhood, a "pull" away from the bottom of the pile at 11, they may well think again about that local school.

Mr Baker is keen to ensure the full ability schools do not

Search for sites goes on as sponsor queue grows

CTCs

Reaching "powers of persuasion" are being considered by the Government to try to tempt reluctant Labour-controlled councils to sell off redundant buildings for use as city technology colleges.

They include legislation permitting authorities to plough back money raised from sales into the education service. At present, limitations on the use of capital assets for educational purposes are strict.

Government money to be set aside for city partnerships with industry may also be available to aid the 20 proposed high-tech schools. The cash would most likely depend on CTCs winning their provision to include industrial and off-site training for businesses.

The Government's role for CTCs was set out in the report of the Manpower Services Commission.

Mr Margaret Thatcher's declaration that she would "lead" the "new high-tech schools" was a clear signal to the man in charge of the Urban Development Corporation that it would have sweeping powers.

Mr Baker's talks involving both Lord Young and Mr Kenneth Baker were held in the run-up to the Queen's Speech, aimed at encouraging local authorities to use the inner city for high-tech schools.

Mr Baker is keen to ensure the full ability schools do not

NEWS FOCUS

Finding the right formula

SCHOOL FINANCE

Government plans to devolve spending power to headteachers may deprive inner city schools of extra funds to take account of their greater numbers of children from poor homes. Legislation to give schools their own budgets could curb the freedom of local authorities to counter disadvantage in pupils' backgrounds which means inner city schools could not get as much money as those in leafy middle-class suburbs.

Plans outlined in the Queen's Speech require local authorities to submit any formula for drawing up individual school budgets to the Department of Education and Science for approval.

The DES will issue a consultative document on the details - a department spokesman said budgets would be based on the number of pupils, although other factors could be taken into account. However, the Conservative manifesto promised to ensure local authorities set school budgets in "line with the number of pupils attending each school".

If budgets are to be based substantially on the number of pupils, authorities such as the Inner London Education Authority would have to alter radically the provision they now make for schools with a high proportion of children from disadvantaged backgrounds.

The major part of school spending in inner London is allocated using a well-researched educational priority index, taking account of the number of children on free school meals or those who do not speak English at home.

Local authorities have not yet been consulted on possible formulae for splitting education spending between schools.

"There is a danger there could be a rigid formula, but at the moment we just do not know," said Mr John McLeod, deputy education officer of the Association of Metropolitan Authorities.

"There may be a formula for all schools and that could also be used as the basis for direct funding of the city technology colleges."

"It could be that they will find a national formula unrealistic, or the department could set a minimum provision and allow additions according to local variations."

Once arrived at, school budgets will be given to the heads of all schools, apart from those with fewer than 200 pupils. Heads are likely to be given control of a substantial proportion of their schools' running costs. The manifesto staged out Cambridge for approval, where heads

control 75 per cent of costs in secondary schools, and Solihull, where pilot schools control 90 per cent of the cost of the total school budget.

The Cambridge experiment provides an indication of the problems in store for those who have to draw up an equitable formula for dividing up an education authority's spending. In the first pilot scheme, schools received the amount the authority estimated had been spent in the past - those generously provided for continued to have an advantage.

When it became difficult to explain why some schools got more than others, education officials plumped for a simple formula that gave schools money according to the number of pupils, weighted for age (older pupils tend to be in smaller classes).

That formula will be changed for 1988 because of complaints from heads. The money will now be allocated on a formula based on the number of teachers in posts. Solihull also bases its budget on teaching numbers.

About 40 local authorities have experimented with giving heads control over budgets, but have tended to give them the amount they had in the past.

The various pilot projects have shown that heads get better value for money in paying heating and repair bills, and most report greater job satisfaction from holding the purse strings. Teachers' wages account for almost 70 per cent of school running costs - which does not leave much for switching around resources. Enthusiasts for local management, such as Mr David Hill, the co-ordinator in Cambridge, says a secondary school can have as much as £20,000 a year to move from one area of spending to another.

There has been little evaluation of whether greater financial control adds to the quality of classroom education. An inspection of a primary school in Cambridge reported that while local budgeting had brought benefits, "schools are being tempted to extend the scheme to other primary schools where should have considerable concern about the pressures on headteachers, particularly less experienced heads or those with substantial class or teaching responsibilities."

Because most of the pilots have been in volunteer schools, it is not clear what will happen when unwilling heads are forced to take over budgets. Sir Roy Harding, general secretary of the Society of Education Officers, says his members are concerned that promotion may take more account of financial skills than educational ability.

Geraldine Hackett

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Why choice is at the mercy of the market

OPEN ENROLMENT

The Government's plan to allow market forces to determine school enrolment figures will give the seal of approval to some local authorities while causing chaos in others.

The Education Bill will allow schools to enrol children up to the number of their 1979 intake, instead of in the words of the Conservative manifesto "artificially restricting pupil numbers".

For some authorities, such as the London borough of Harrow, the new law will make little difference because the council decided in January to give parents the right to choose their children's secondary school.

But in Sheffield, which is struggling to establish a tertiary system and cope with massive falling school rolls, the

move to the local authority's problems. Harrow decided it could afford to let parents choose because it has 10 high schools which can accommodate 65 forms of entry but are currently admitting only 48.

"Efforts to fill the schools equally concealed the essential problem that one had failed to win the commitment of its own community," Mr John Mann, the director of education, explained. "So in granting parental choice we have made it clear that it needed to meet its commitment."

He thought the borough might have to "grapple with the problem that some schools will be so heavily oversubscribed that they'll press on the walls". But some heads who would not wish to "increase their intake from seven or eight forms of entry" to 10 or 11 might dissuade parents from forcing up numbers.

In Sheffield, the council could close 10 of its 36 comprehensives and not notice the loss, according to one official. At present, middle school pupils transfer to their local comprehensive, but parents can appeal against a placement. In 1985, 20 per cent of parents exercised this right, and in most cases they won.

This year, the system has been complicated by the tertiary reorganisation.

allow the Government's refusal to allow the affluent part of the city to be drawn into the scheme. So two schools that would have been closed remain open. "We don't need this legislation when we've got other problems," said the officer, gloomily. He was also doubtful that all the schools in the area could maintain viable sixth forms.

The authorities is not happy with the prospect either. Mr Bob Morris, education officer, said: "This free choice will do educational damage and will in the end impoverish parental choice."

In any case, the notion of popularity was a "tenuous concept". The school had a self-filling quality. The head of office agreed: "We had without field officers agreed to different school changes in fashion for the day before in the wealthier parts."

Mr David Whitbread, under secretary for education at the Association of County Councils, was less than delighted at the prospect of an open enrolment. He foresaw practical problems in "attempting to determine the number of pupils by history. Numbers admitted in 1979 might not make sense now, he said."

Diane Spencer

DATES FOR YOUR DIARY - THE EDINBURGH BOOK FESTIVAL 1987

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TLS
The Times Literary Supplement
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Tickets for both events (including admission to the Book Festival) will be £2.00 and are available in advance from the Edinburgh Book Festival, the Festival Enquiry Office and The Times Educational Supplement, Scotland, 37 George Street, Edinburgh EH2 2JN.

OVERSEAS

Creationists lose battle but keep faith

In the most severe reverse yet suffered by religious fundamentalists who want to inject their brand of Christianity into American schools, the United States Supreme Court has struck down a Louisiana state law which required state school teachers to give equal time to "creation science" when teaching the theory of evolution.

The law, passed in 1981, was declared unconstitutional by a 7-2 majority of the justices. Only Chief Justice William Rehnquist and Justice Antonin Scalia - both ultra-conservative appointees of the Reagan Administration - supported the teaching of creationism.

Writing for the majority, Justice William Brennan described Louisiana's claim that the act served a secular purpose as "a sham". "The pre-eminent purpose of the Louisiana legislature," he said, "was clearly to advance the religious viewpoint that a supernatural being created mankind... the act violates the establishment clause of the First Amendment because it seeks to employ the symbolic and financial support of government to achieve a religious purpose."

Justice Brennan rejected the argument that the fundamentalists were trying to preserve academic freedom. "The goal of providing a more comprehensive science curriculum," he said, "is not furthered either by outlawing the teaching of evolution or by requiring the teaching of creation science."

The Louisiana law does not serve to protect academic freedom, but has the distinctly different purpose of discrediting evolution by requiring it to be counterbalanced at every turn with the teaching of creation science. The goal of basic fairness is hardly furthered by the act's discriminatory preference for the teaching of creation science and against the teaching of evolution."

Disagreeing, Justice Scalia said Louisiana legislators had come to the conclusion that "the evidence for evolution is far less compelling than we have been led to believe", and that "teachers have been brainwashed by an entrenched scientific establishment."

UNITED STATES

Bill Norris on the Supreme Court's 'Scopes II' decision

ment". He agreed with their contention that the law was intended to foster the academic freedom of schoolchildren.

The fact that religious feeling had helped to propel the law, claimed Justice Scalia, did not make it unconstitutional. "Political activism by the religiously motivated is part of our heritage," he added. He could find "no justification" for the majority ruling. The Supreme Court decision, and especially the overwhelming majority, is a setback to fundamentalists in at least a dozen states who have been pressing for similar legislation. It also bolsters ill for their chances of sustaining the recent Alabama court ruling, which barred some 44 textbooks on the ground that they promoted "secular humanism". That case is now before the 11th US Circuit Court of Appeals, and will probably reach the Supreme Court next year.



Opposing views: the Creation and Darwin's theory of evolution

Nevertheless, there is no sign that they are about to give up. Mr Wendell Bird, chief counsel for the creationists in the Louisiana case, claimed this week that 86 per cent of the public favoured laws promoting "balanced treatment" of the two theories.

"Eighty-six per cent of the public can't be stopped in the long run," he said, "especially given the age of the justices, with four in the majority over 75 years old. You can't stop anything so broadly supported, only delay it."

The ruling is seen in liberal quarters as an important check on attempts by the extreme Right to move its dogma into the classroom. More immediately, it is likely to have a radical effect on the content of science textbooks.

For years, publishers seeking a national market have nervously avoided evolution and other controversial topics. Now, according to Mr Herbert Adams, president of Laidlaw Educational Publishers, all that will change.

"It takes the pressure off those publishers who were concerned about the controversy," he said. "Some were holding out to see how the court would rule. Now the road is clear, and the controversy is clear, and most books

will go heavily into evolution, which is a good thing."

Initial reactions from the education community have unanimously praised the Supreme Court decision. If the court had not struck down the Louisiana law, said Ms Gwen Gregory, counsel for the National School Boards Association, "it would have made it very difficult to keep other religious groups from trying to instill religion in the classroom."

Throughout its passage through the courts, the Louisiana case has been compared to the famous "monkey trial" of 1925, in which Tennessee teacher John Scopes was convicted and fined \$100 for teaching the theory of evolution. The Tennessee act banning such teaching was not repealed until 1967.

Scopes, who had deliberately challenged the law with the support of the American Civil Liberties Union, never got as far as the Supreme Court. His conviction was overturned on a technicality.

Mr Ira Glass, current executive director of the ACLU, said on hearing the Supreme Court's verdict: "Somewhere in heaven, John Scopes is smiling."



Opposing views: the Creation and Darwin's theory of evolution

Getting to know Europe

Senior educationists from the 12 EEC countries have appealed to education ministers to help promote a European dimension into the school curriculum.

Some 80 delegates from the civil service, the inspectorate and organisations specialising in European education met in Maastricht, the Netherlands, last month to discuss ways of improving pupils and teachers' knowledge of Europe.

After two days of talks, they recommended that:

□ Each member state should set up a committee to co-ordinate activities to promote the European perspective.

□ The Council of Ministers should adopt a resolution to promote this idea.

□ European clubs for pupils and student exchanges should be established.

□ A central network for information and assessment should be set up by the commission.

The delegates also made a number of detailed suggestions for improvements in teacher training and in teaching materials.

A succession of high-powered speakers addressed the conference in quick-fire order during the first morning. They included: Mr Daniel Cohn-Bendt, Mr A. Duquesne, the Belgian Minister of Education; Mrs Josée Larive, a Dutch MEP; Mr Wim De-maeo, the Dutch education minister; and Mr Hywel Jones, director of education and training at the commission.

Mr Jones promised that the commission would be listening to the recommendations made by the conference and a working party would be formed in the autumn to work on ways of complementing them.

But Mrs Larive wanted to go further: she called for a directive from the commission to introduce the European dimension into all compulsory education systems in the member states.

Since 1976, the Council of Ministers had made an impressive number of resolutions, she said. "If they were wrapped in surplus butter parcels, they would span the earth. Nothing because of them; they were hidden in the bottom drawer." Directives which could be tested in the European courts were the only answer.

Both she and Mr Jones emphasised the importance of motivating children and teachers to learn more about Europe.

Young people will not be motivated unless they have direct experience of another country, he said. Exchanges were the key to building friendship: that was the idea of a new commission programme. YES for Europe. Some 30 million ECUs - about half an ECU (30 pence) for every young person under 25 in the community - will be spent over three years on the project.

Erasmus, which will help students study in different higher education institutions in the EEC, was recently adopted by the European education ministers.

The degree of ignorance among teachers made life unbearable for Euro-MPs, Mrs Larive claimed. "Do we do anything other than 'Europe' in our classrooms, they ask us in Strasbourg."

Several speakers stressed the vital role of language teaching. Mr Jones said priority should be given to ensure that student teachers spent some time abroad during their initial training and that teachers should refresh courses in the appropriate country. Mr Wim De-maeo said: "This is an issue which lies at the very heart of the community. If language is the mirror of culture, it is in common with the other speakers, he did not favour a centrally imposed European curriculum (it was opposed to his belief) in the fundamental right to freedom of organisation in education."

The conference followed the decision by the Council of Ministers in June 1985 to enhance a European dimension in education.

Bill Norris

Diane Spence

Student leaders pledge a summer of discontent

The South Korean capital of Seoul was turned into a battlefield last week as anti-government riots involving tens of thousands of students continued into their second week, and reached their most violent level so far. Campuses and other cities around the country were also affected.

In the centre of the capital, thousands of students charged riot police, hurling fire bombs and rocks. On several occasions, hundreds of riot police were overpowered and taken prisoner, brutally beaten and spat on by students. The fighting has spread back and forth across the city since June 10 was declared as the "most savage" yet.

At one point, kneeling police begged the students to stop beating them as they were stripped of their tear gas guns, helmets and shields. Police huddled to the ground as frenzied students beat them with wooden clubs and three stones at close range.

One police officer was killed and several injured as students literally plunged into a police cordon with a stolen bus. One student activist, Lee Han Yal, has been killed in the capital's Yonsei University hospital after being hit on the head by a tear gas canister.

Hundreds of protesters and police were injured in the fighting, some seriously, and several students were quickly carried away after being struck by rifle-fired tear gas canisters.

Later on the same day, the Government poured tens of thousands of riot police into the city, who swarmed through pursuing protesting students. A member of a Catholic church group, the Committee for Peace and Justice - which supports the student protests and was providing sanctuary to injured and exhausted students - said he had a list of more than 253 injured people, but the total was clearly much higher.

A public support for the student protests and their criticism of the Chun Government reportedly widened. Mr Rob The Woo, the president designate, opened the way for concessions to the students' demands by saying his party was in favour of direct presidential elections.

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SOUTH KOREA

Geoffrey Parkins reports on the escalating anti-government riots in Seoul

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An unofficial open and shut case of divided loyalties

On May 14, the Fijian army took over the country. There were no orders to, but schools closed and everyone went home.

Over the next few days some teachers and a few pupils turned up, but in general, education stopped. It was not fear of the army, which has been reasonably specific, but shock and the end of the day? Would there be any? What would happen next?

Now, six weeks since the coup, most schools in the towns around the capital, Suva, are functioning again. The International School has been hardest hit, losing two-thirds of its pupils as businessmen and diplomats sent their wives and children hurriedly home.

In outlying areas, for example on Vanua Levu, the second main island, there is much more disruption. Rumours abound and cause sudden changes - for example, Suva parents are going to keep their children home on Thursday, the day the deposed Prime Minister, Dr Timoci Bavadra, moved home from London.

Over a hundred and ten years before the coup, to the day, the first 2,000 British labourers from Madras arrived in Fiji to grow sugar. The British left Fiji to grow sugar. The British left Fiji to grow sugar.

The Indians were taken from the plantation system in 1916, but a constitution keeps them virtually invisible.

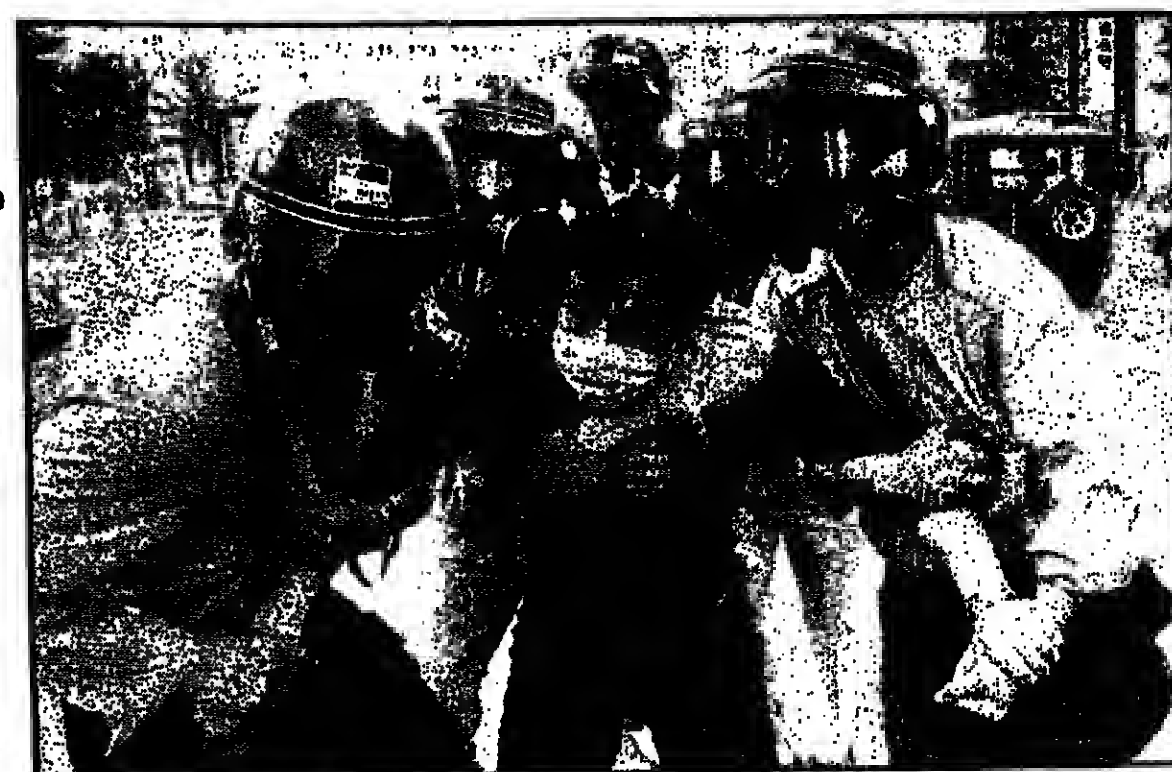
They have taken to business and education. They outnumber the Fijians, and have money, dress and manners. They have strong links with India. They are not united either.

They have a strong religious belief, which is the Methodist faith, which like the Roman Catholicism, is a monotheistic religion.

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London should have Prime Minister Dr Timoci Bavadra

OVERSEAS



Outnumbered: Seoul riot police surround a student activist after demonstrators earlier overwhelmed fellow officers

military coup in 1980 - and his party officially placed Mr Roh in line to become the next president. The riots were further inflamed by growing bitter resentment among students and opposition parties over President Chun's decision to suspend all political debate about introducing direct democratic elections until after the 1988 Olympics. The games are to be staged in Seoul, but the event is becoming increasingly doubtful. After pressure from the United States, President Chun has met with the chief opposition leader, Mr Kim Dae Jung, but Mr Kim reported after the talks that Chun would not make any concessions.

The students are demanding the resignation of the Chun Government and the immediate introduction of a direct democratic voting system. In an attempt to defuse the riots, the Government closed most universities early for the summer last week. However, student leaders have vowed to stage a summer-long "60 day campaign".

The students deny being manipulated by North Korea, but are clearly in many instances communist-inspired, rejecting both capitalism and any US influence. They are also indifferent to the quite amazing economic miracle that has occurred in South

Illiteracy programme heads Denmark's agenda

Belgium handed over the presidency of the European Community's Council of Ministers to Denmark on July 1, its educational record during its six-month tenure distinguished by the adoption of the student mobility scheme, Erasmus, and progress in other areas including ministerial approval of a programme to help the handicapped at school.

Denmark has inherited an education and social affairs agenda that includes the youth exchange schemes, Yes for Europe - which, if ministers responsible for youth affairs accept, will enable 80,000 young people to visit other member states in its first three years - and several continuing programmes.

These include teacher training, the introduction of a European dimension to school curricula, and improved teaching of foreign languages.

The Danes are expected to take an interest in the commission's programme on illiteracy - a major conference on the subject will take place in Athens in September - and to widen its scope by starting investigations into connections between illiteracy and school drop-outs and "losers".

Meanwhile, following the adoption of Erasmus in May by the Council of Education Ministers, the first meeting of its new committee, the first stage of the scheme will be to develop a network of up to 3,000 higher education institutions throughout the Twelve, to enable about 25,000 undergraduates from the European Community to study on Erasmus grants in other member states during the first three years.

The Labour Party supplied the Prime Minister and the Minister of Education, Mr Tupeni Baba, a university lecturer in education, both Fijians. It was a wise move. But not enough.

Rumours of the uncovering of large-scale corruption by the previous government began to circulate and many chiefs' mana was at stake. Street marches were organized and it is suspected the CIA gave help to the coup plotters who promised to allow nuclear ships back into port.

Will the coup survive? Face-saving twists and turns by the Governor-General, the only legal government in Fiji at the moment, have avoided the declaration of a republic which would leave the Queen and Commonwealth powerless to influence events. But every day the army spends money and it does not bring any in.

Hotel staff look at their empty rooms, tour operators have left for New Zealand, the airport stands nearly idle: half the country's income is gone. Dockers gaze out at empty ports and the sugar growers refuse to harvest their crop - that's the other half.

Teachers and lecturers wonder how soon it will be before their proprietors' onerous demands return. "Sorry, the fees have stopped coming in, there is no pay," it cannot be long.

EEC

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Teachers refuse to be flushed out over drugs

State school teachers in New York have won a unanimous decision in the State Court of Appeals against mandatory drug testing as a pre-requisite for obtaining tenure. The ruling is being hailed by teacher unions as a warning to other states not to impose similar measures.

The case had been brought by teachers in the Patchogue-Medford school district on Long Island, protesting that their district superintendent's demand that they should produce urine samples was a violation of their constitutional right to privacy. They had already won the day in two lower court hearings, but by the time the case

reached the state's highest court, the US Justice Department had stepped in to support the idea of mandatory testing.

Attorney General Edwin Meese filed a brief in which he claimed that a person could not expect privacy with respect to urine, because it was a waste product periodically eliminated from the body.

New York Chief Judge Sol Wachtler disagreed. "The act of discharging urine," he said, "is a private, indeed intimate one, and the product may contain revealing information concerning an individual's personal life and habits for those capable of analysing it. Requiring a person to urinate in the presence of a government official or agent, as is sometimes required in these cases, is at least as intrusive as a strip search."

Besides, added Judge Wachtler, although drug use was growing among students, there was no evidence to show that it was a problem among teachers in the Long Island district, or anywhere else.

The Justice Department had contended that the tests were permissible because freedom from drug use was a reasonable condition of employment for teachers. "From the standpoint of the nation's future," said the brief, "teachers hold one of the most important jobs in our society, and the need to keep them job free of drug use could not be great."

But Judge Wachtler ruled that testing was only permissible if the authorities had reason to suspect that an individual teacher was using illegal drugs.

The case may go to the US Supreme Court, which has yet to rule on the mandatory drug testing issue. The New York court, however, has a national reputation, and its decision is likely to deter school districts across the country from random testing of teachers.

Ironically, the verdict supports Education Secretary Mr William Bennett, whose opposition to mandatory testing has been one of his few points of disagreement with President Reagan. But the Smith was wiped from his face last week when he faced a

congressional panel on the issue of drugs in American schools.

Capitol Hill is rapidly becoming a torture chamber for Mr Bennett. This time he was being grilled over his proposal to halve funding for drug education in American schools in 1988.

The hearing, before the house select narcotics abuse and control committee, came at a moment when a new study by the University of Michigan had just revealed that some 60 per cent of American high school seniors have used illicit drugs.

Last year, when the subject was a hot topic during the congressional elections, the Reagan Administration proposed spending \$200 million (\$120 million) on drug education in the schools. Now that has been scaled down to \$100 million, and the Administration line that children should "just say no" to drugs.

Mr Bennett was accused by Democratic Congressman Frank Guarini of "going to a five-alarm fire with a water pistol". "Smaller and smaller resources," said Representative Guarini, "are going to fight a problem that is growing in outrageous proportions."

Another Democrat, Mr James Scheuer, described the proposal as a direct reflection of Mr Bennett's lack of leadership. "Simply to slash the budget," he said, "is a gross failure of leadership, a gross failure of concern about drug abuse among our children. If we're ever going to make a dent in this problem, we have to change student behaviour."

Visibly annoyed, Mr Bennett snapped back: "There is a hell of a lot more to leadership than standing up and asking to spend other people's money."

The Secretary claimed to have done his bit, with the publication last year of a booklet entitled *What works: schools without drugs*. He modestly described this as "the best publication in the history of the Federal Government".

The committee pointed out it had been distributed to fewer than 4 per cent of the parents of America's 40 million pupils.

Bill Norris

Diane Spence

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TALKBACK

WHEN IN SINGAPORE

Honouring the tradition

Arthur Syred

Clive Linke ("Creativity battered down and shits buttoned up", *TES*, May 29) seems to have been rather unfortunate in his experiences in Singapore. I recently returned from a four-year spell of teaching in that country and found things very different.

It is unfair to suggest that initiative is discouraged among Singaporean teachers, although it is true that a would-be innovator is expected to put up a strong case for any change that he wishes to introduce. The Chinese are very rational people and expect to be given good reasons for altering a procedure that seems to be functioning satisfactorily.

British education, on the contrary, often seems to be dominated by fashions and our teachers tend to adopt them on the strength of somebody's enthusiasm rather than firm evidence or valid theory. Consequently, when UK teachers move to another culture, they are sometimes dismayed to find that their recommendations, which they offer in the naive expectation that the latest fashions in English education will be automatically welcomed, are greeted with scepticism.

I found that it helped if one introduced changes quietly and inconspicuously in the particular classes that one taught, rather than making a big noise initially at departmental meetings. Here the rationality of the Chinese can be used to advantage. I found it was quite easy to persuade the pupils to accept my unfamiliar methods if, at each step, I explained the practical reasons for what I was doing. If challenged by authority I simply explained that I had always taught that way - and, since the pupils were not complaining, authority never made a fuss.

I also disagree with your contributor's view of the subject of creativity. Singaporean headteachers are very competitive and there are lots of contests (poetry-writing competitions, for example) in which one can encourage one's pupils to take part. I never found any difficulty in obtaining a good response from my classes on such occasions.

Every pupil would write a poem, essay, story, or whatever was required. Usually the school would win at least one prize - and one thus managed to depart from the curriculum and obtain the principal's approval at the same time. The main thing is to avoid gushing about creativity and imagination to one's colleagues, and to concentrate instead on teaching one's pupils in the way that seems best. If the latter they do well in their examinations, the other teachers are quite likely to ask for hints on their own record.

As regards teaching literature, Mr Linke is correct that the pupils do have an initial reluctance, for cultural reasons, to express their opinions

readily in the classroom. But I found it possible to overcome this by asking them to write their views for homework and getting them to read them out in the next lesson. Whenever two pupils turned out to have expressed opposite views I would get them to argue about who was "right", inviting the others to join in.

Mr Linke's description of expatriate teachers becoming demoralized, through "just pouring out information in a silent classroom" gives a very unfair impression of the British teachers who work in Singapore. I know several of them quite well and can testify that they were far from the incompetent dullards that such a description implies.

He is right when he describes the atmosphere as hot and sultry, but when he goes on to say that "each day can seem like an eternity", he is not writing about anything remotely similar to what I, or any of the expatriate teachers that I know, ever experienced.

On his complaint about intemperate insistence on "conformity of behaviour", it is true that the children of Singapore are very well behaved. But this seemed to me to be much more the result of their excellent upbringing and stable home backgrounds, than the effect of oppressive school discipline. I attribute their courteous, tractable ways to the orderly and peaceful traditions that obtain in all Chinese societies.

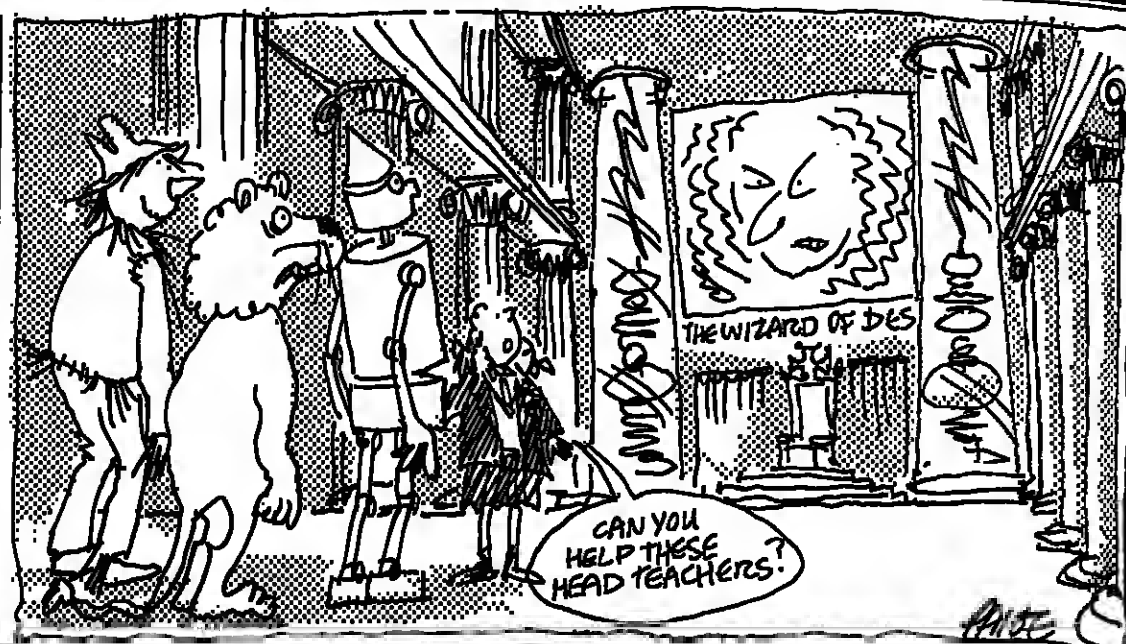
Mr Linke's anecdote about a teacher being asked to do up the second button on his shirt needs similarly to be understood by reference to differences between British and Chinese culture. From the time of Confucius onwards teaching has been regarded as the most honourable of all professions in China, and a teacher is expected to uphold this tradition by being reasonably dignified at all times.

I myself had a clause in my contract specifying the exact length to which I was allowed to grow my hair. Far from mocking the Singaporean authorities for this "inhuman" demand, however, I found it rather endearing.

Part of the charm of working abroad is finding that customs and traditions are different from those at home. There are many other things that one could say about Mr Linke's evident difficulty in adapting to the cultural characteristics of Singapore.

For us it seems obvious that every human being has "rights". Even our teachers invoke them in order to justify going on strike.

In Singapore, however, a quite different ethos obtains. Instead of "rights" (the Singaporeans or those of Chinese origin, at least) think in terms of mutual responsibilities. As a means of guiding the young in the direction of usefulness, public service, concern for the old and conscientious carrying out of professional duties, this kind of ethos has a great deal to commend it.



HEADTEACHERS

Moral authority undermined

Tony Mooney

Ten years ago, Her Majesty's Inspectors published the discussion document *Ten Good Schools*. It was intended to promote debate on the improvement of our secondary schools.

It analysed the common factors in ten exemplary secondary schools. All ten had a different ethos and climate but HMI were adamant that the most single important factor in the success of these schools was the quality of leadership of the head.

The message could not have been clearer. Encourage our headteachers to develop confidence in expressing themselves creatively, sensitively, and compassionately, and we are well on the way to improving our schools. Yet, here we are a decade later, and Dr David Hargreaves, the Chief Inspector of Inner London Education Authority schools, is saying that the moral authority of the capital's headteachers has been undermined.

He says that some heads are: "isolated, stressed to the point of illness or severe depression, and intent on little more than keeping as many children in school for as much time as possible". These observations will be endorsed by anyone with knowledge of our inner-city schools. So how, when the moral authority of the head has been undermined, have we allowed headteachers to lose their sense of direction?

David Hargreaves blames the industrial unrest in schools but others believe the cause is much deeper-rooted as illustrated by the ever decreasing number of candidates for headships of city schools in recent years.

A distinctive feature of British schools throughout their history has been the freedom permitted to the head. In the Arnold tradition, the head has personified the values of the school and has been regarded as exercising some kind of wisdom and moral leadership. Many people, even today, still regard headteachers in this way.

In recent years, however, "middle-class", particularly at local level, have played an active role in trying to break down the traditional autonomy of the head. The Honeyford and McGoldrick

affairs were much publicised examples of this trend as was the Poundsworthy case in which the Manchester education committee refused to uphold the expulsion of five boys for the daubing of crude and offensive graffiti on their school's walls.

It is the alleged lack of support in upholding discipline in schools in some inner-city areas which is playing a significant part in extinguishing the desire of many able teachers to become heads. All too many headteachers are able to relate their experiences of pupil exclusion hearings which have often gone on into the early hours of the morning. Even when pupils have been guilty of very serious offences in school, heads have had to explain their actions under severe cross-questioning from "defending" solicitors. It is a very brave head who will these days go to such a meeting without his or her own legal representative.

Another cause for concern for headteachers in some areas is their lack of influence on selection of staff. It seems obvious that the head who has no say in the selection of staff cannot hope to run the school as he or she wants.

Even with regard to the curriculum, headteachers are becoming increasingly uncertain about their position. On the one hand a national curriculum looks more and more likely, while on the other local education authorities are pushing their own curriculum initiatives in a prescriptive way.

The siege mentality of many secondary heads is becoming more acute. Legally speaking, they believe that ultimate responsibility for everything that goes on in their school lies with them. This belief is usually given credibility by the local articles of government for schools which invariably say "the internal organization,

management and discipline of the school" is the responsibility of the headteacher. Increasingly the interpretation of these words is being challenged in the courts or some semi-judicial body set up by local councils.

Research has shown that managers who are given appreciable levels of autonomy by their superiors are more likely to adopt a more positive and encouraging approach to their subordinates. Such an approach by headteachers is needed if we are going to improve our schools. It is not unreasonable therefore to expect local education authorities to be prepared to grant schools a generous measure of institutional autonomy.

The old fashioned authoritarian headteacher is dead and buried. To attempt such a style in schools today would be undesirable, to say the least. But there is still a case for autonomy, provided this is sensitively applied to the central concern of learning. This is no place for the arbitrary and dogmatic use of authority.

The public still expects headteachers to bring idealism and moral leadership to their task. Unfortunately too many heads have developed a public-consciousness and doubt their capacity to lead. Too many teachers think that the moral authority of heads has been undermined to such an extent that they simply do not aspire to the position any more.

Kenneth Baker has already indicated that he has understood the depth of the problem. For the sake of all the children he needs to move quickly to support headteachers. He is genuinely committed to raising standards.

Tony Mooney is head of John Kelly Boys' School, in the London Borough of Brent.

APPLICATIONS

Inadequate selection tools

Chris Webster

bothered) to supply the information.

When several requests for references produced not a single interview, my first thought was that my headteacher was letting me down - damming me with faint praise (or worse). A quick call soon reassured me on this point, but I also learned that this experience is quite common.

The morbid reliance on other people's opinions in educational appointments seems to be increasing. Whether a friend, who recently landed a well-paid job in industry, was appointed "subject to satisfactory references". References were not taken up until after his provisional appointment.

My main worries about references are that their confidentiality is open to abuse, and that it is impossible to select two candidates' references without knowing they are not like each other. References, moreover, are subjective and idiosyncratic. They are

Education Authority have an "open testimonial" which is negotiated between a teacher and the head - a much fairer system. It is particularly useful that at a time when we are exploring the possibilities of negotiated pupil profiles, that the same principles should not also apply to a teacher's references.

The final stage of the appointments procedure - the interview - is equally unsatisfactory. Not only are you expected to wait for a decision, and accept the job without time for reflection, the interview is totally inadequate as a selection tool, as is sometimes painfully obvious to both interviewer and interviewee.

What is needed is a selection procedure that takes a much broader look at each candidate's ability. I recently experienced something of this kind at a London comprehensive school. Candidates were invited to attend the school for two days. The first day consisted of a tour of the school; observation of

lessons; informal chats with members of staff; an "in-tray" exercise (we had to respond in writing to a number of management problems); and a role-play (we were asked to act as a management team and were given a problem to discuss).

The first three items gave us every opportunity to gauge whether we would fit into the school, if appointed. The last two enabled the interviewers to assess our response in a variety of situations. All of us, by the second day, formal interviews were held. I had been given every opportunity to show what I could do, and even felt that I had benefited from the experience.

It is ironic that while many LEAs proudly claim to be equal opportunities employers, they perpetuate an old-fashioned, inefficient system of appointments which is a far cry from the present system should be an urgent priority: unions should place the issue of fairer guidelines and, in the meantime, heads should ensure that the existing procedures are used as fairly as possible.

Chris Webster is head of Ethelbert St. Mary's School, South Bedfordshire, Essex.

FEATURES

Making the comprehensive system work

The new city technology colleges are designed to achieve two main goals: to raise the level of education of children in disadvantaged areas of inner cities and to introduce "excellence" in technology-related courses.

On the face of it, these are contradictory. The problem, essentially, is that children from disadvantaged backgrounds lag behind in their mastery of the "three Rs" and lack both the general experience and self-confidence to learn effectively. They tend to stick to their familiar concrete kind of thinking, avoiding everything that is conceptual and therefore find it hard to cope with academic schooling.

In the past, the technically-orientated school was, in many countries, the solution for less academic pupils, preparing them for skilled work in industry. But today fewer such workers are needed and their training can no longer aim at developing merely manual skills.

Israel's educational system, faced with a series of similar dilemmas, also sought remedies in greater emphasis on technology in secondary education, though it was a process that was only partly planned.

The Israeli secondary vocational schools have expanded at a dramatic pace. During the past 30 years, overall enrolment has grown from 2,000 (30 per cent of all 10,000 secondary pupils) in 1948, to 95,000 in 1984 (out of a total of 158,000). So today, over 60 per cent of the overall secondary school student population attend one of the 369 technological schools.

But an Israeli vocational school is not a narrow, skill-based training centre. Most are fully-fledged secondary schools with learning standards that are in no way inferior to those of the academic schools.

This educational reform took place in Israel without any specific decision or recommendation for such a revolution. It seems that society in Israel was ready to change its academically orientated matriculation exams in favour of a more practical approach and to include technology courses as part of the official matriculation for the majority of students.

Matriculation in Israel has thus been released from the grip of the academics to become a general "multiversity" type of qualification, allowing for a variety of subjects and levels.

You have to look outside Israel's school to understand how and why this came about. Following independence, large waves of new immigrants from all over the world flooded the country, including people from Eastern countries, few of whom had the kind of background necessary for successful Western style schooling. Because of the severe economic problems with which the newly-born State was faced, a very substantial population of disadvantaged children had been formed, for whom the educational system at the time had no solution.

Many of these children had neither the language nor the cultural background and support at home necessary to enable them to cope with highly academic secondary education. The Israeli government had to find another solution and many vocational schools were formed with the attitude (although of course never officially admitted) that "if these children cannot make it with their heads, let them do it with their hands".

This situation might have continued but for several factors:

1. The high value placed on education in the Jewish family, of whatever origin or social strata. (Something that is weaker in England and which calls for special attention).

2. The change in technology over the years from a manually-based technology to a more conceptual and computer-driven one.

3. The strong driving force wielded by the typical Jewish family for upward mobility.

4. The availability of high quality educational resources, particularly in the technological field, which have become available to the schools during this period, mainly through the ORT network, which started its activities in Israel in 1949.

5. The important body of educational research undertaken by scholars such as Frankenstein, Feuerstein and others, who were able to discern and define the learning needs of disadvantaged children.

6. The policies which made social integration the number one priority of Israel's education.

Even at very early stages when vocational schooling in Israel was largely concerned with mechanically-based skills, attention was also given to developing pupils in other ways. A curriculum emerged, in which nearly all pupils were dedicated to vocational work in the home and laboratory, and the other half

City Technology Colleges are supposed to raise the achievements of the disadvantaged in the inner cities. But to do this they will need popular support and a broader qualification than A level, says Dan Sharon, technical director of the Organisation for Rehabilitation through Training (ORT).



Practical and vocational studies provided the breakthrough required to rehabilitate low attainers in Israel

general education in science, mathematics, languages, humanities and theoretical vocational studies.

There are two important points to note here. The first is the development of a well-rounded curriculum - which later gave the vocational school a legitimate claim to award matriculation qualifications. The second is the treatment given to vocation - not merely a skill but a real profession, including all aspects of relevant theory and socialization into the world of work. This approach was important within the school - it gave a *raison d'être* to courses such as mathematics and physics. But it was even more important after graduation. Not only were graduates better professionals, capable of upgrading and taking further courses when needed, but they were also proud and equal citizens.

It is perhaps at that point where ORT's contribution was of value to the system. ORT brought into the schools very high professional standards in terms of curriculum and equipment not too far from what one could see in industry. It also dealt with the training of trainers, both in Israel and abroad. Later on, ORT also introduced resource centres, dealing with the development of curricula and upgrading of teachers.

Whether it was a result of far-reaching vision, or perhaps because Jewish new fields were more in line with traditional Jewish occupations, new streams of teaching electronics were started in vocational schools in Israel as long ago as the early fifties. At that time, there were virtually no jobs in this field, yet there was no shortage of students. On the contrary, these courses were always highly regarded and overcrowded. The experience was repeated later, in the sixties, with computers.

The introduction of such sophisticated subjects created even more status and social acceptability for the vocational schools. In the past they had attracted mostly those who could not be admitted into an academic school. Now some of the students who were seeking a practical career, found a vocational school to be a practical career.

This social acceptability, bringing into the schools groups of pupils of higher learning potential, permitted the schools to raise their level of studies to the degree that, in the early sixties, the vocational system was equating the academic system in terms of matriculation

This was agreed in the late sixties and marks the second phase of development of the Israeli vocational system. Unlike Britain, where only a small minority of secondary school students continue their studies in university and where most parents and pupils do not regard further education as a priority, in Israel the fact that a pupil finishes school carrying an entry ticket to university is of utmost importance even if, in reality, this option will never materialize.

This step, then, marked the fact that society, in general, was ready to recognize vocational education as a legitimate: an education acceptable for your child and not only for your neighbours. Because of the very high priority given to scholarship and learning, this was not an easy step, and it only happened because the vocational schools could demonstrate that their graduates were not inferior in general academic subjects to those graduating in the academic system. It was this step that no doubt permitted the very fast growth of the system during the years that followed.

There was however a price to be paid. Matriculation meant the curriculum of the vocational school had to include more general and academic learning. This meant fewer periods dedicated to vocational subjects and abandoning the *flack shille* which had begun the socialization of students into industry. The goal was no longer, indeed, the student could just as well be a future lawyer, or an accountant.

From a vocational system, it now became a general system of secondary education, with a technologically-orientated curriculum. It meant cutting the technological component of the curriculum by half and Israel has subsequently had to establish complementary studies - one more year for technicians and two more years for practical engineers - to make up the loss.

To begin with, teachers were not equipped to deal with the various problems thrown up by this revolution and the dropout rates were significantly higher than those for the academic system which enjoyed a fairly homogenous intake of pupils. Several government committees even recommended that the vocational system be eliminated altogether.

It took a while before new theories were developed and teachers began to deal with the new situation. The vocational system was not eliminated, but it was restructured. The vocational system was not eliminated, but it was restructured. The vocational system was not eliminated, but it was restructured.

the disadvantaged learner. Perhaps the most important work was that of Karl Frankenstein who suggested that the disadvantaged type of thinking was not a cognitive handicap at all but rather an affective or emotional one. In order to start rehabilitating these concrete thinkers, one must restore their self-confidence.

Another important finding was that intelligence is a broader concept than previously understood. It therefore needs broader tools of measurement than those promoted by academic education. Feuerstein (see *TES*, May 22) was able to show how, using different assessment tools and specialized methods, he could educate and teach children at the lower end of the scale - the ones that were usually given up by the educational establishment as being unable or unwilling to learn.

These new assessment procedures were used by a system of supplementary schooling established jointly by the government, the universities and the schools. This parallel system provided treatment and support where and when necessary as well as support for parents and teachers.

In vocational education, it is possible to discern three levels of learning. The lowest can be defined as simple conditioning, in which one only aims at imparting certain manual dexterities. At the second level, which we might call training, one also tries to develop the learners' terminology and some basic understanding of why they are doing what they do.

It is the third level which I regard as real education, where the learners are gaining access to the theory of their field, enabling them full understanding. This kind of education also enables linkegen to be made between different facets of learning - they may, for instance, connect mechanics to the theories of physics. These sort of links are essential to the development of creative thinking.

With a practical education involving little or no theory and concentrating on practical skills, we may successfully produce manual operatives, but we do not provide any basis for the development of their thinking. In fact, we encourage deprived thinking and create a human robot, which can stay active as only long as the programmes with which it was fed are relevant.

In many ways, technology provides us with an ideal form of learning embracing both practical experience and various levels of theory. It is not only an important topic in which to educate, but also a good means of education. The step-by-step approach of programmed technology is akin to the process of acquiring a new language. It has its own vocabulary, syntax and environment.

This should be remembered when preparing the curriculum of the CTCs. The comprehensive school, while originating in Britain, became extremely successful in Israel when combined with vocational education. Vocational studies which have the theoretical and practical status of fully fledged disciplines played a central role in this success.

Indeed, technology is not only a worthwhile field in which to prepare the younger generation, as part of their general education, but it is also a valuable means of developing the pupils' vertical and lateral thinking abilities, provided the right approaches are adopted. It can, if correctly implemented, play a role in the process of integration of children of lesser abilities into schooling and society.

The major stumbling block is no doubt the existing system. The Israeli experience shows that, when society was willing to pay the price, the qualifications required for matriculation changed from single academic one diverse collection of different subjects and levels. Part of that price involved distinct (if temporary) drop in the level of matriculation - a fact that is today causing a lot of controversy.

Such fundamental changes cannot be brought about without full communal support. Many of the English hopes for comprehensive education failed to materialize because there was little agreement between what the schools set out to provide and the "grammar schools for all" the public expected.

In Britain, far fewer pupils continue into further a higher education than in Israel or countries like West Germany. Here, schooling is accepted as being finished for most at the age of 16. The 16-plus exam is effectively, the level of the general matriculation, while only a small minority go on to take A-level course aimed specifically at university studies.

If the CTCs are to succeed, Britain may need to think of a broader and more versatile kind of matriculation at the age of 18 in place of that which specifically prepares those lucky few for university studies. The vocational system was not eliminated, but it was restructured. The vocational system was not eliminated, but it was restructured.

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FEATURES

There is a superficial appeal in the notion of a centralized curriculum. Of course it makes sense to identify a range of common objectives that all teachers should be working towards; common objectives that parents would understand and thus be better placed to support schools in what they are trying to achieve.

Equally, it is iniquitous that, in this country, the resources available for education can vary so widely from place to place. As the Secretary of State suggested in his January speech to the North of England conference, England is eccentric in education and the degree of curricular freedom our schools enjoy is regarded with astonishment, not only by our European neighbours, but by most of the countries of the world.

But before we rush headlong into a policy of massively increased central control, it would be sensible to examine the assumptions on which such moves are based and their overall implications for our education system. At the University of Bristol School of Education we have, since the beginning of this decade, been studying the significance of more or less central control in educational systems. Choosing France and England as typical of centralized and decentralized systems respectively, the research has mirrored the developing policy concerns of the past few years.

Thus, the first phase of our studies was concerned with provision for educational accountability in the two countries. It attempted to establish whether, in reality, the glib assumption that a centrally organized system leads to greater conformity in practice is really true. Or, to put it another way, what kind of accountability procedures are likely to be the most effective in ensuring a high quality of educational provision? While Sir Keith Joseph was Secretary of State, the prevailing public concern over accountability, which characterized the 1970s, came to focus increasingly on the particular issue of the quality of teaching in our schools and the need for teacher appraisal. In the same way, our early general work on accountability at the University of Bristol evolved into a second project more specifically concerned with teachers.

Our aim was to establish the key influences which affect teachers' practice. We wanted to know how teachers in two very different education systems saw their job and what it was in those two systems that exerted most influence on their day to day practice.

In other words, we wanted to examine the assumption that our erstwhile political masters seem to have swallowed so uncritically that what goes on in classrooms where there is a national curriculum and tight central control will be better than those classrooms where it is the school and the local education authority that are the chief source of influence.

Although policy developments in England were the main impetus for this inquiry, an important related development concerned French government moves to decentralize educational provision and, at least in primary schools, to strengthen significantly the power of the

'Most French teachers do not see professional up-dating and curriculum change as part of their job'

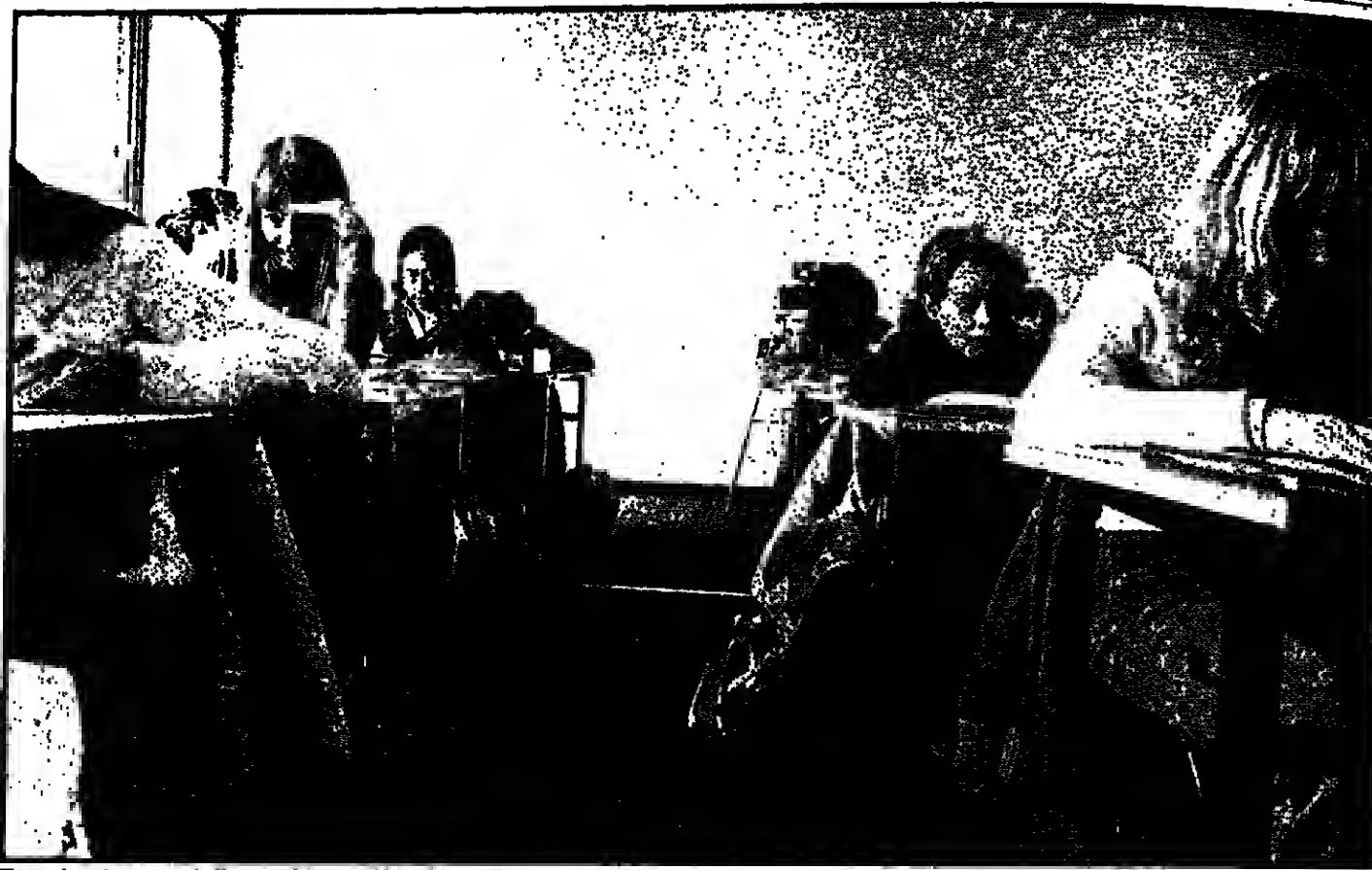
headteacher. If, as Mr Baker appears to believe, strong central government direction is so effective in ensuring a high quality educational product, why should the French government appear to be set on breaking down their traditional monopoly in this respect?

Our research findings echo the belief of many French teachers that this move is in fact a symptom of how ineffective central control traditionally has been in influencing teachers' classroom practice. Heads will now be selected by the *recteur d'academie* - who is in turn the political nominee of central government and not, as in the past, offer themselves for appointment on the grounds of length of service.

Thus, this kind of carefully controlled decentralization may well provide for more effective imposition of centrally-determined policies than hitherto.

It can be read - and this is what the French teacher unions suggest - as an attempt by a right-wing government to undermine the traditionally left-wing ethos of French education. More generally, it can be seen as a response to the urgent need to overcome some of the disadvantages associated with strong central control of education.

Prominent in this respect is the difficulty of promoting curriculum development and new approaches to teaching in a system where conformity has long been the norm. Most French teachers do not see professional up-dating and curriculum change as part of their job and the lack in general of an identifiable school ethos and



French primary: 'dull, repulsive and harsh pedagogy' delivered from the front of the class to serried ranks of desks

opportunities for both social and professional collaboration makes it difficult for ideas to be generated and disseminated within the institution. Some French primary schools do not even have a staffroom.

Thus, even where 'the teacher is given a certain freedom of approach, (she) is not really able to enjoy it: teachers' working conditions are not compatible with a collaborative approach to introducing change' as Pascale Gruson put it in *The TES* (January 16, 1987). In her article she stresses the need, now widely recognized in France, to combine the democratic requirement for some core curriculum of entitlement with the flexibility and diversity essential to the development of each pupil's full potential and the needs of a rapidly changing society.

So as France is seeking to adopt the strengths of the English system, we are in turn trying to move more towards the French traditions and it is arguable that both systems are trying to change to combine the best of the other.

According to a *TES* report of March 6, the French deputy chief inspector, M Max Delacour, says 'We've been trying to get more flexibility into the system for 10 years; but no one will let us... everyone believes that you must have the same programmes, the same number of hours devoted to subjects, the same kinds of textbooks, the same training for teachers... a common programme is integral to the concept of equality of opportunity... it's entrenched by history. It's natural.'

The 'history' referred to by M Delacour goes back to the early 19th century and the Napoleonic conception of education as a unifying national force. It is the link between the guiding principles of French society - liberty, equality and fraternity - and the associated notion of common educational entitlement regardless of place, talent or wealth that provides such a strong moral commitment among parents and teachers alike to a national curriculum.

It is this moral commitment to centralization on the part of teachers that is the key both to the policy's success in France and the difficulties referred to by M Delacour in realizing attempts to make the system more flexible.

That such attempts are urgently required cannot be gainsaid. Our research reveals many reasons why this is so. A particular difficulty is the fact that syllabuses in France are slow to change in response to changing social conditions. Not only do they tend to lag behind developments in higher education, they are also largely geared to a type of docile, academically-orientated pupil who is increasingly in a minority in French schools.

The influence of the mass media, changing family life-styles, immigration and technology have changed the teacher's job but not her job definition. Our research shows primary teachers fleeing schools in the inner city and working-class suburbs as fast as the system allows in favour of jobs in the affluent, middle-class areas where traditional values still prevail, leaving the young inexperienced teachers who make up the bulk of staff in less advantaged schools battling to realize the same traditional curriculum objectives with a very different pupil clientele.

Although some pupils succeed, the price is often a dull, repetitive and harsh pedagogy focused narrowly on the objectives that must be

French lessons

Before we rush into a national curriculum, perhaps we should ask why France is moving in the opposite direction, Patricia Broadfoot and Marilyn Osborn suggest

achieved if the pupils are to avoid repeating the year.

The fear of this *redoublement* for their pupils acts as a strong constraint on French teachers to follow closely the curriculum objectives laid down and is probably far more effective (and cheaper) than Mr Baker's proposed 'benchmark' tests in ensuring assessment-led curricula at every stage of schooling.

Indeed, it says something for the reality of central control that the practice of *redoublement* was formally abolished by Education Minister M Haby in the mid-sixties, but still continues unchecked as a guiding principle of the system.

The effect of these long-standing French educational traditions is noticeable in the way French teachers see their professional responsibility. As central government employees, they are directly responsible to the centre and thus can largely disregard both pressure from colleagues and the headteacher within the school and pressure from parents and community outside it.

Their professional responsibility is defined as 'meeting one's contractual responsibility' for fulfilling a narrowly-defined role. In the words of one French primary teacher, this involves 'making sure that my pupils acquire the knowledge appropriate to the level of the class. To do it with commitment' and from another, 'It's my duty to make sure that my pupils acquire a certain body of knowledge. I'm obliged to do everything possible to attain this'.

The primary teachers we studied had a very clear and uniform view of their task. This was to prepare the future French citizen, with the knowledge and competencies he or she would need as an adult. More particularly, they had to ensure that as many pupils as possible passed on to the next year.

Their pedagogy, which for many was so appropriate that they could not imagine it would be understood by an English

primary teacher: serried ranks of desks, didactic instruction from the front of the class, formal discipline and regular marks. Even slates may be used.

Contrast this to the average English primary school. If indeed in the immense diversity that exists, any such concept is possible. The lack of any central directives makes the English teacher peculiarly subject to a whole mass of potentially conflicting pressures.

Her own professional priorities may conflict with those of other colleagues or the head; they may conflict with those of parents, the L.A. or even those of the pupils themselves. Furthermore, this web of constraints operates on a much broader front of objectives than in France.

Typical of the child-centred ethos of English primary schools is an emphasis on the needs and interests of each individual child. This is in sharp contrast to the emphasis on children's common entitlement that is characteristic in France.

A typical English teacher might define her role as follows:

To create an atmosphere whereby children will learn through experience - moral and social norms, physical skills and aspects of health and hygiene, developing enquiring minds and creativity and be able to appreciate artistic creativity but generally to develop, progress and fulfil their potential... Professional responsibility means 'always trying to do a little more than is possible'.

According to one teacher, it 'demands responsibility for promoting children's learning, shared responsibility for general welfare of all children in school, participation in work needed for effective operation of children as a whole in sharing in maintenance and development of the school's work with the community it serves and for contributing to my own professional development. To create a cooperative environment in which children learn to mature and grow as responsible adults...'

The contrast with the French teacher who sees up her professional responsibility as being simply 'to respect the directives I am given' or 'to attain curriculum objectives' could hardly be starker. Thus our research suggests that French teachers' view is that their job is essentially unproblematic involving a fairly narrow emphasis on imparting the prescribed skills and knowledge to all pupils as far as possible, equally and measuring their success by the number of children achieving the required learning outcomes. Although teachers pursue these goals in classrooms relatively isolated from each other, there is a marked conformity of practice with the result that pupils, parents and colleagues know what to expect.

By contrast, the English teacher is striving after perfection. 'I take it as a rule of thumb that I should know I am trying to do something that is impossible to achieve (and so should try not to get disheartened) but is so desirable to achieve that you keep on trying,' said one.

Considerable variations in school ethos which reflect the philosophy of its staff and headteacher are further accentuated by each teacher's priorities and idiosyncrasies of style. Pupils may experience marked differences of approach even as they move from class to class within the school. In fact, it is not possible to generalize about the curriculum objectives being pursued in

But does all this add up to a justification for greater centralization? Given the very different educational traditions of this country, greater control is unlikely to result in our schools becoming more like those of our European neighbours.

Rightly or wrongly, English teachers are likely to resist it, rather than welcoming it in the spirit of equality of opportunity that many of their French counterparts do. They may be misguided in this since the more narrowly-defined, centrally-prescribed curriculum goals that French teachers pursue appear to make them much more satisfied that they are achieving their objectives than most English teachers.

Be that as it may, English primary education in particular, but to a significant extent secondary education as well, has a deeply ingrained commitment to supporting the all-round development of the child; to recognizing that personal and social factors are crucial to learning. This is the justification for such initiatives as pastoral care, personal-social education and records of achievement, all of which would be out of character in French schools.

Mr Baker suggests that national curriculum objectives would have to concern themselves with attitudes and values, as well as the more conventional subject areas. But given the experience of the APU in this area it is extremely unlikely that any 'benchmark' tests can be devised to monitor standards in this respect. Thus the effect of a combination of national curriculum directives and associated tests of standards is likely to be a significant narrowing of teachers' current objectives.

Like their French counterparts, the necessity of 'teaching to the test' is likely to result in a much more didactic and evaluative pedagogy. It may also result in a more calculating approach on the part of teachers who may come to begrudge 'the many extra hours that must be spent in the interests of my school' which are 'an essential part of a teacher's job'.

We may well get better results in some important curriculum areas such as the three Rs as a result. But the price is likely to be high. The sacrifices of a good deal of teachers' job satisfaction, of that warm and creative learning environment that has made English primary schooling the envy of many parts of the world. And last but not least, a rapid increase in the kind of overt differentiation between pupils, in primary schools at least, which the abolition of the 11-plus has almost completely removed.

It makes good sense to have some nationally-agreed curriculum objectives so that there is greater equality of opportunity for all pupils. But this idea should not be mixed up with national standards, testings and teacher accountability. If it is, the result is likely to be an unwarranted emphasis on teaching to the test and a substantial increase in the number of pupils who early in their school careers come to regard themselves as failures.

The folk memories of our education system should still reach far enough back to the disasters of the 19th-century payment-by-results system.

'Their job is essentially unproblematic involving a narrow emphasis on prescribed skills and knowledge'

But if not, we may usefully profit from a critical analysis of some other specimens in the comparative laboratory.

These teach us that education systems work where policies require practice that is broadly in sympathy with the deep-seated professional convictions of teachers. Any attempt to ride roughshod over those whose responsibility it will be to make policy directives a reality can only result to a lowering of teacher morale and commitment.

This in turn is likely to lead to a lowering of educational standards as the powerful influence of teachers' self-imposed moral accountability is eroded by disillusion and resentment. Even in France many teachers resent their lack of professional freedom despite their belief in the need for central control.

'I haven't enough margin of manoeuvre to be responsible,' says one. 'I don't have to assume responsibility if I am not given the corresponding freedom,' says another.

The experience of the past few years should have been enough to teach policy-makers this lesson. If not, perhaps they should try sitting in a few more French classrooms.

Patricia Broadfoot is co-director and Marilyn Osborn is research associate on an ESRC-funded research project on Teachers' Conceptions of their Professional Responsibility. In England and France being conducted jointly by them at the University of Bristol and by Professor Michel Gruson and Dr Jean-Pierre Lemerle at the University of Paris. The project is funded by the ESRC.

FEATURES

Planning blight?

State-funded independence could prevent the destruction of good schools, Fred Naylor argues

Will the Conservative proposal to allow maintained schools to opt out of local education authority control produce a revitalized education system as is claimed, or the chaos that is feared?

The proposal's main aim is to allow state schools to become more like independent schools. To those who see the main differences between maintained and independent schools in financial terms - the ability to fix fees and reduce class sizes accordingly - the proposal will be immediately unwelcome. But this is unfair since the right of the new schools to charge fees is not even on the agenda.

We should not lose sight of two important characteristics of independent schools that have nothing to do with money and privilege, but which nevertheless are of their essence. These are:

□ the ability to offer a distinctive curriculum which gives each school its own ethos, attractive to a particular section of the public, and □ an ability to stand on their own two feet and to be master of their own destinies.

Our present independent schools offer a wide choice for parents of different religious persuasions, or none. The same applies to different educational philosophies. Justice demands that this choice, essential in a pluralistic society, should not be restricted - as at present - to those who can afford to pay fees. State-funded independent schools would remove this inequity.

It will be argued that this kind of variety will be ruled out with the establishment of a national curriculum. This, however, overlooks the fact that even if a national curriculum were to prove feasible, it could only cover the cognitive domain. The affective domain, the values a school espouses, would still remain free of centralized control.

It also ignores the fact that any national curriculum will probably embrace only a central core and leave a substantial area for individual school initiative.

Successful independent schools are those that adapt to changing circumstances. The need to move with the times and attract entrants keeps them up to the mark, in stark contrast to some revenue charges on the capital costs of new buildings are taken into account - as was recently discovered in North Wiltshire.

It is worth noting that the additional staff would not necessarily be the sixth-form specialists who are in short supply. This is because 'non-viable' sixth forms are often able to provide a normal curriculum at the expense of enlarged classes in

press-gang parents to enter their children. There is thus no encouragement to the staff of such schools to improve the quality of education.

The importance of self-mastery can be illustrated by considering the position of schools with small sixth forms, and in particular Roman Catholic schools within the Diocese of Westminster. Two such schools have large sixth forms - one, London Oratory, with a sixth form of around 300.

These schools are threatened with closures because the Diocese, in collaboration with the Inner London Education Authority, has organized its schooling in such a way that these two highly-successful schools are surrounded by schools with sixth forms that are too small to be viable. The authorities plan to remove all the non-viable sixth forms and centre them in a sixth form college.

The snag is that all the small sixth forms combined are still not large enough to produce a viable sixth-form college. The planners therefore propose to remove the sixth forms from the successful schools too to make up the numbers.

The planners' dilemma in Westminster and elsewhere is a real one. Leave the successful schools alone and let the others continue as best they can, or in the interest of efficiency sacrifice the successful sixth forms and radically change the character of all the schools? This raises two questions. The first concerns the operation of sixth forms which are not viable.

A perfectly satisfactory way of running a school with a 'non-viable' sixth form is to engage extra staff. This is costly, but sometimes not more so than reorganization, when the combined costs of travelling to a central sixth form college and some revenue charges on the capital costs of new buildings are taken into account - as was recently discovered in North Wiltshire.

It is worth noting that the additional staff would not necessarily be the sixth-form specialists who are in short supply. This is because 'non-viable' sixth forms are often able to provide a normal curriculum at the expense of enlarged classes in

the lower school and it is here that the extra staffing may be applied.

The second question is much more significant. How did schools with non-viable sixth forms arise in the first place? If it can be shown that the planners were responsible the argument for allowing schools self-determination becomes irresistible.

The problem of small sixth forms is widely blamed upon falling rolls. Leaving aside the question of whether the planners should have anticipated falling sixth form rolls from birth rates 17 years earlier this explanation is nonsense, and can easily be shown to be so.

The size of the 17-year-old cohort rose during the late 1970s and reached a peak in 1982/83. This was almost indistinguishable from the historic 'bulge' witnessed in 1966. Yet by 1982/83 the problem of the small sixth form was already acute.

Of course falling rolls are now exacerbating the problem, but our non-viable sixth forms are primarily the result of secondary reorganization. Had comprehensives been established in take 15 forms of entry their sixth forms would have been viable. But it only gradually dawned on the planners that schools of this size were unworkable, and the average comprehensive settled at six to seven forms of entry.

The result was that academic sixth-formers and their teachers became too thinly spread (in contrast to the situation before reorganization) and the present difficulties arose. The planners made a mistake and must now make excuses.

The schools whose plight we are asked to agonize over were created by the very system that is now being challenged. We are asked to trust the planners again and sacrifice yet more good schools in the process.

Whether it is small sixth forms or other inadequacies of schools planned by the local authorities, these faults are the result of plans made without reference to the wishes of parents and the public and often undertaken for ideological or political reasons.

In a free society, this mismatch between the vision of the planners and the vision of the public is a recipe for a series of major dislocations and the destruction of public confidence in the education system. The time has come for a radical change.

We need to recognize the force of Horace Mann's words: 'Where anything is growing, one former is worth a thousand reformers.' If there is a future for education committees, let these words be prominently displayed at every meeting.

London weighting

by Norman Thompson

If the purpose of the differential London weighting of teachers' salaries is to make appointments in and near London competitive with those in the provinces, then it appears not to be working - at least for teachers of physics. This conclusion emerges from an investigation carried out by the Institute of Physics as part of its programme for monitoring the supply of, and demand for, such teachers.

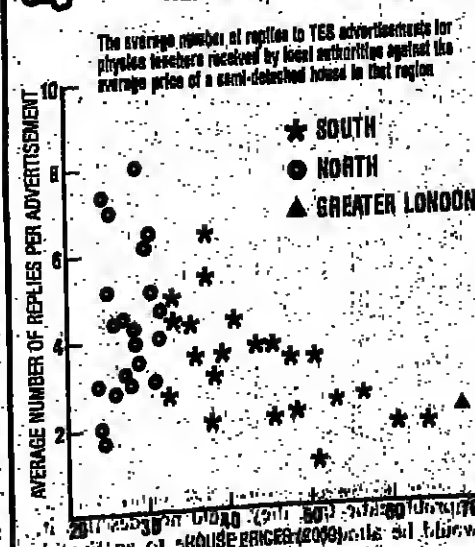
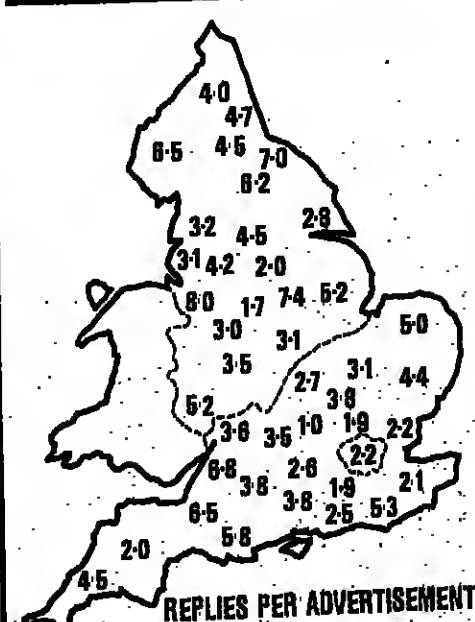
We recently analyzed all advertisements for physics teachers which appeared in *The TES* in a year. A questionnaire, sent to the head of each school which placed an advertisement, provided extra information for 880 posts - about 83 per cent of the total.

One of the questions asked for the number of applications received. For Scale 1 and Scale 2 posts in the public sector, the national average was 3.3, with about one-tenth of all the advertisements producing no response at all. The response was much higher for Scale 3 and Scale 4 posts, but the data are not numerous enough to yield reliable statistics. Clearly the shortage of physics teachers persists.

However, there were significant regional variations in the response rate. These are most readily shown if the average number of applications resulting from an advertisement for each county is calculated. The results are shown on the map. Data for Wales and Scotland were not sufficiently numerous to be reliable.

It is clear the number of replies tends to decrease near London - and that the effect extends into the surrounding counties. Such variations would be generally attributed to differences in the cost of living. Unfortunately, data on the 'household expenditure on commodities and services' in the official statistics are not known for individual counties, but only for the eight regions with which England is divided for statistical purposes.

Norman Thompson is expert in educational physics at the University of Bristol.



BOOKS

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BOOKS IN CLASS

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Eileen Diamond is well-known for her delightful material for younger children. Most of the songs in *Catchy Chorus Songbook* will be another useful addition for teachers of lower primary, and not for the 3-11 age range as the cover notes suggest. The songs are indeed catchy, but many of the lyrics are more appropriate for younger children.

The aim is for immediate appeal and for material that will quickly engage pupils musically. It is not easy to achieve a happy balance between "immediate appeal, suitability of the age range and musical appropriateness". Five of the songs have choruses which will work in three or four parts. This does not necessarily make them more complex musically. Most of the choruses could be tackled by younger children, especially if teachers follow the composer's advice and add each part gradually after each repetition of the verses.

The songs are presented with piano accompaniments which will not make too many demands on reasonably confident pianists. Guitar chords are also suggested, but because the composer has decided to make rather irritating modulations for almost every last verse (was the melody too boring to remain in the same key throughout?) many of these chord progressions will present the average classroom guitarist with some problems. However, some of the numbers will enrich any end of term concert.

The *Pop Songbook 3* is the most recent collection of Tony Attwood's

Pop Songbooks. It consists of his usual, interesting spread of material ranging from familiar melodies such as "Black and White" and "There but for fortune" to numbers like "Bright Eyes", contrasted with "Nights in White Satin" (a Moody Blues hit) and the Number 1 hit for Adam Ant in 1981, "Prince Charming", thus satisfying the claim that this is a collection of "popular songs" rather than pop songs as the title might suggest.

The other claim that "the material has been chosen for its musical qualities" is sometimes difficult to understand in terms of all the items selected. Numbers such as "Prince Charming", originally vibrant and aggressive, seem very pale when you pick out the melody line on the piano.

This is, of course, a recurring problem when presenting this kind of material to pupils in a classroom when they may already have a "model" fixed in their minds. Tony Attwood does cover himself to a certain extent by suggesting that we should "see the music in this book as merely a set of themes" waiting to be reorganized, modified and varied.

Each song is presented with melody only and guitar chords, although additional melodic accompaniments are suggested. Most of these accompaniments are written for classroom instruments. They vary enormously in their complexity and will need to be studied and prepared beforehand by the teacher or used by fairly competent music-reading pupils. As the material is intended for secondary pupils the melody and accompaniments for some of the numbers could have been presented in a "scored" format with one or two parts written out for transposing instruments such as clarinets and saxophones.

The project ideas cover some helpful practical musical suggestions, such as encouraging pupils to develop chord sequences or improvise over the top of given chord sequences. There are also some more questionable suggestions, such as clapping out the rhythm of some of the songs, and some ideas I found confusing, for example, writing a "Vocal accompaniment" to "If I were a Rich Man". Questions involving a musical response, such as "What key does the song finish in?" as well as some demanding non-musical responses, such as "What was in Eric Clapton's mind when he wrote the lyrics to this song?", are also included. Despite some reservations, this collection does offer the busy secondary music teacher a great deal more than just a collection of songs.



Ernest Shepard's classic illustrations enliven *The Wind in the Willows Recorder Book* - 10 original pieces composed by Philip Scott for recorder solo, duet, trio, quartet or ensemble. Methuen £2.95.

Birds and Beasts is a beautifully researched and presented collection of 76 delightful songs, carefully selected and commissioned by Sheena Roberts, plus games, activities and relevant information that puts most project books to shame.

The material is grouped in seven linked themes: appearance, habitat, movement, language, defences, winter and contact with man. The songs are clearly presented, many with melody lines only and straightforward piano accompaniments and suggested guitar chords where appropriate. The accompaniment suggestions, by Veronica Clark and Sheena Roberts are precise and helpful. The suggested instrumental accompaniments are for percussion, both pitched and unpitched, and includes welcome suggestions for violins and recorders as well as some more unusual ideas for wineglasses and sand ticklers.

The instructions for making this and other instruments such as a "Pawfoot" Turtle Sound Sculpture are included in a variety of suggestions which are grouped under the heading of "Activities". These range from project-based informative ideas, such as an investigation into flight and finding out about desert life, and the practical work of building a terrarium - for the study of earthworms - to amusing ideas for games such as "Noah's Ark", "Elephants and Camels", and "Webbing". All the project work has been devised round the sound expert zoological advice of Gill Standing, who is Assistant Education Officer at London

Zoo.

The publicity sensibly avoids bombarding this collection for any particular age range and teachers will find material here that will captivate pupils of all ages. *Mix and Match* is a clever singing device and has been with us for some time now. This particular collection, the authors claim, is "designed especially for junior aged children and non-specialist teachers". They have included some advice and suggestions to try to prove to teachers that if these instructions are followed they will result in "instant and painless part-singing". The songs are presented in melody form only and are musically set out so teachers can see how both the words and the melodies fit together. Guitar chords are provided and chime bar chordal arrangements are encouraged along with a sensible suggestion that recorders might be used to help sustain the melodies.

An always, what might work musically may be inappropriate if the words are to be taken into consideration, for example, in the combination of "Little Donkey" and "Three little speckled frogs". However, despite the fact that the rather insignificant illustrations include an unacceptable representation of an Indian boy and that those of us who remember the original series will have come across a good deal of this material already, many teachers new to the ideas will find helpful material here.

Leonora Davies

CHILDREN'S LITERATURE

The Curse of the Ring. By Michael Harrison. Illustrated by Tudor Humphries. Oxford University Press £7.95. 0 19 274131 4.

Island of the Mighty: Stories of Old Britain. By Haydn Middleton. Illustrated by Anthea Toorchen. Oxford University Press £7.95. 0 19 274133 0.

These two new books in the Oxford Myths and Legends series both offer bold and exciting versions of some of the great stories of world literature. Both authors have been faced with intractable source material; both have exercised some licence in forging it into new shape.

Michael Harrison's *The Curse of the Ring* retells the Norse Volsung saga. Concentrating on the story of Andvari's ring, his version achieves a satisfying roundness and completeness of its own. Its prose is calm and measured, and its best in moments of still tension as when Sigurd wakes Brynhild:

He took Cleave and delicately cut through the gold rings of the chain mail armour with his point. He lifted the halved helmet from the face of the motionless figure, and dropped it in surprise. There was no warrior, but a beautiful woman whose golden hair now fell to the floor. Still she did not wake. Sigurd cut off the body armour and removed it. Then he saw a long horn in her wrist. He pulled it out and she immediately opened her eyes.

As this passage indicates, *The Curse of the Ring* is a sensitively written book which is perhaps rather too polite. Haydn Middleton's *Island of the Mighty* takes many more risks with his material. Essentially, the book is a rewriting of stories from the medieval Welsh *Mabinogion* in order to establish a mythical history of Britain up to the birth of Arthur. In order to achieve this, Middleton has had to take quite a few liberties with his sources, for instance identifying Merlin with Taliesin and transposing events, images and characters from one story to another.

In the main, the book works best in its earlier chapters, based on the story of Bran the Blessed. This is told with great verve, in highly-charged prose which only occasionally succumbs to purple. It was Bran who was severed in half, buried in the White Hill in London, protected Britain from invasion, according to the Welsh tradition, until Arthur in his pride "discovered" it, "since he did not desire that this island should be guarded by anyone's strength but his own". In some ways this moment is the logical end of Middleton's tale, but he stops short of it, at the intricately detailed "Dream of Rhonabwy", in which the chaotic battle of Badon (here, Badon) is foreseen, together with the coming of Arthur.

The novelistic licence with which Haydn Middleton has woven disparate stories into a continuous history may offend purists, but it offers a genuinely original perspective on material which is anyway so complex and self-contradictory that the reader will always be forced to hack a new path through it. Together with *The Curse of the Ring* it makes a strong addition to a series well begun by Harrison's *The Dooms of the Gods* and Rachel Anderson's *Reverend the Fox*.

A mark of this large-format series is the importance of the illustrations, which occupy the pages in equal prominence to the text. In both cases the illustrations have attracted the author's great verve. I find Anthea Toorchen's work in *Island of the Mighty* too cartoonish, but she also makes very imaginative use of space, and her pictures are certainly full of expressive life. Tudor Humphries's illustrations in *The Curse of the Ring* are fittingly more sober and traditional; they seem to me a very effective counterpoint to Harrison's text, unerringly depicting the key moments of the narrative.

Neil Phillips

The 1986 winners of the Carnegie and Kate Greenaway Awards are *Belle Dore* by Doreen Rappaport (Methuen) and *Fiona French for Snow* (Whurr) in New York.

BOOKS



A 19th-century impression of Delhi from the river

Return to Shangri-la

The Golden Oriole: Childhood, family and friends in India. By Raleigh Trevelyan. Secker & Warburg £16.95 0 436 53403 7

"We must at present do our best to form... a class of persons Indian in blood and colour but English in tastes, in opinions, in morals and in intellect." This from Lord Macaulay's famous Minute on education (1835). And, Haydn Middleton's *Island of the Mighty* takes many more risks with his material. Essentially, the book is a rewriting of stories from the medieval Welsh *Mabinogion* in order to establish a mythical history of Britain up to the birth of Arthur. In order to achieve this, Middleton has had to take quite a few liberties with his sources, for instance identifying Merlin with Taliesin and transposing events, images and characters from one story to another.

However, in spite of these helpful English words, Sir Charles Colcock, the British resident at Delhi, had amassed a fortune in rupees ("gifts" from Indians) by 1829, no doubt on the principle of "When in Rome...". The youthful Charles Trevelyan, who followed his father's footsteps, was a different kind of man, a different kind of character, the result of his father's influence, a different kind of character, the result of his father's influence, a different kind of character, the result of his father's influence.

Trevelyan (later Governor of Madras) was an avid crusader, whether his goals were sanitation, sewage, or education. Florence Nightingale constantly pressured him on the first two. On the last he wrote to Lord William Bentinck in 1832 "I long to see such a system of education established in India as already exists in the state of New York. In the New England states and in Russia and such as it is now proposed to establish in France and England".

Correct, at present

The White Bear. By Alan Haynes. Peter Owen £15.95.

Mr Haynes complains that the Earl of Leicester has been "virtually ignored by academic historians". Such neglect, for one of the two most important men in Elizabethan politics, calls out for explanation.

It seems that the blame for this unfortunate state of affairs must be placed squarely upon Leicester himself. William Cecil, his rival in the Elizabethan Privy Council, was a man who loved to have things on paper: he planned on paper, thought on paper, and even prayed on paper. As a result, he left behind him immense volumes of papers, which have been a bumpy hunting ground for historians ever since.

Mr Haynes has read widely in the published work of other historians, and somewhat in the printed Classics of some of the main stages of the day, and guards possession of a copy of the papers to this day. Leicester, on the other hand, died without leaving a single paper, so that we can do

Macaulay's goal was to implement a legal system in India that would safeguard "equality under the law irrespective of race, rank or colour." His desire to form brown English persons would in his view have been to further this end. Both men were idealists with practical dreams to fulfil.

The golden oriole of the title stands, I think, for a dream, a vision, political or personal, future or past, a breath-taking sight or Proustian memories of childhood. In my parents' garden in Sriharar we would occasionally see one. There is something uncannily about the glinting gold of this small bird.

Raleigh Trevelyan's absorbing book is a busy, bejewelled plait in three different "time-strands". In each strand he is, in a way, testing out the golden oriole against reality. The first strand, his journeys through various parts of India and Pakistan (1978-84), links through to the others as he retraces the history of his family and ancestors. He also visits his birth place, Port Blair, a penal colony where their servants were murderers. Here the time-switch is to the war-time occupation by the Japanese. His childhood in Gilgit and Kashmir feeds all three strands.

Yes, he does see and hear the oriole, though other sights are traumatic and wounding. The very personal story of his parents' marriage begins and intertwines with political happenings in the Twenties and Thirties (and strand three) a century earlier.

Trevelyan and their relations (Macaulay was Charles Trevelyan's brother-in-law) have been part of an elite network that governed India for over a hundred years. Strand Three is

partly an episodic biography of a family, mainly featuring Sir Charles, but also a guided historical tour and reconstruction of events, some famous - or infamous depending on whose point of view - most of which are evocatively supported by telling quotes from family letters and papers. From this source, too, a richly detailed picture emerges of everyday British life in India.

The author has the marvellous knack of making even the most unexciting aspects fascinating. Thus, Macaulay on British dinner parties: "The conversation is the most deplorable twaddle...". Lord Colin Macaulay's compensation claim list when his house was looted in 1808 begins with 302 shirts, 140 waistcoats, 170 pairs of nankin pants, 126 pairs of stockings, and 60 pairs of silk stockings.

The first two strands are dotted with vivid sketches of famous people. Jawaharlal Nehru, while at Harrow, for instance, was given one of G. M. Trevelyan's books as a prize. It is Trevelyan's attitudes, we are told, when E. M. Forster was in India he talked about Indian music, at a party, to a Mr Godbole who sang a song to him.

The book's dedication is "For those who still remember Shangri-la". Those who still do should find it compulsive reading. I did, and not only because last year, I, too, made my return journey to Kashmir. For "strangers" to me, the book is a most welcome and provocative book on music; it ranges over the intellectual history of Russia and the urge to travel to the far north, and provides a comprehensive introduction to the ideas of a splendidly individual mind.

Could was, above all, an enthusiast, and his enthusiasm touches every page he wrote. His enthusiasm for music of all kinds, from Webern to the songs of Petula Clark, is of the no-holds-barred sort one associates with adolescents, and certainly Gould seems to have retained his adolescence intact in several areas of his personality (his sense of humour, for instance) while also acquiring an old man's wisdom by his early 30s. Like others who have died prematurely - he died in 1982 at the age of 50 - Gould achieved a whole

Linette Purbi Perry

Peacework

Troublesome People: Enemies of War 1914-1986. By Caroline Moorehead. Hamish Hamilton £14.95. 0 241 12105

A Time For Peace: Pacifism, Internationalism and Protest Forces in the Reduction of War. By Peter Calver. Hutchinson £12.95. 0 09 16755 2.

Caroline Moorehead is a feature writer on *The Times*. Except that she is more sympathetic to the peace movement than the editorial stance of her newspaper would suggest, she has written precisely the kind of book to be expected of a practitioner of her craft.

She presents what is in effect a series of sketches of episodes and personalities, mainly British but reinforced with the fruits of excursions to Europe, the US and Japan. Sometimes her feature-writing habits run away with her, as when she cannot resist embellishing an interesting account of how one Jehovah's Witness coped with life as a conscientious objector during the Second World War with an irrelevantly detailed description of the Seaford semi in which he now lives. Yet in general these sketches are vivid and effective; and where they are based on interviews they also provide fresh insights, albeit of an unsystematic kind.

Indeed, they suggest that Ms Moorehead could have produced a valuable study of the psychology of the peace campaigner had she decided to make this the focus of her book (and had she also put in the necessary additional research). As it is, her work lacks a discernible focus. Sketches, however successful in isolation, do not add up to a coherent book simply by being strung together into a chronological sequence. Analysis and argument are also needed; and these are not in evidence here.

In part this is because Ms Moorehead is uncertain about how much of the spectrum of "enemies of war" she is writing about. In her foreword she states correctly that many of the people she includes would not describe themselves as "pacifists", yet in the

same breath makes the questionable and ostensibly contradictory assertion that "all would see themselves as belonging to some kind of pacifist tradition". Nor is the book of the book more helpful on this point: when she discusses the peace movement in Britain in the Thirties, she gives most attention to the Peace Pledge Union, an absolutely pacifist organization, yet goes on to make the puzzling claim that at this time "supporters of the peace movement... advocated collective resistance to aggression".

Not only is she hazy, to say the least, about the different strands of anti-war thinking, she is careless with minor details: the book is riddled with minor but irritating errors. The peace movement deserves better than feature-journalism, however good of its kind.

Peter Calver's book could scarcely be more different. Now in its mid-70s, Calver could look back on a varied career as publisher, academic and expert on international relations. His unusual experience has been distilled into an idiosyncratic book - a discursive extended essay of the kind with which the subscriber to an early 19th-century review would have been completely at home. The modern reader may not know quite what to make of a work that does not fall into any of the usual categories, such as monograph, polemic, work of popularization, or textbook.

The first half is a brisk historical survey of ideas about war and peace: though learned, its scholarly or informative value is limited by its brevity and total absence of footnotes or bibliography. The second half is a ruminative exercise in commonsense political philosophy; but it arrives at a conclusion other than the need to treat international law with more respect.

The book as a whole is, however, packed with fascinating and perceptive throwaway remarks about a wide range of issues, ranging from terrorism to pacifism. The reader always travels intelligently, even if he does not arrive anywhere very startling.

Martin Ceadel

Splendid inconsistency

The Glenn Gould Reader. Edited and introduced by Tim Page. Faber £12.50. 0 571 14852 2

This 450-page anthology of Glenn Gould's writings over 25 years is quite simply one of the best books by a musician that I have read. It is not just an extremely intelligent and provocative book on music; it ranges over the intellectual history of Russia and the urge to travel to the far north, and provides a comprehensive introduction to the ideas of a splendidly individual mind.

Gould was, above all, an enthusiast, and his enthusiasm touches every page he wrote. His enthusiasm for music of all kinds, from Webern to the songs of Petula Clark, is of the no-holds-barred sort one associates with adolescents, and certainly Gould seems to have retained his adolescence intact in several areas of his personality (his sense of humour, for instance) while also acquiring an old man's wisdom by his early 30s. Like others who have died prematurely - he died in 1982 at the age of 50 - Gould achieved a whole

lifetime's experience and accomplishment in half the space.

Gould was notorious for his belief in the superiority of recordings to live concerts: he renounced the concert platform at the age 31 and the end of his life maintaining that by the end of the century there are some carefully argued articles here elaborating these views. His programme notes and analytical essays are profoundly challenging, whether on his favourite music (Strauss, Schoenberg, Hindemith, Gibbons) or unfavourite; like most popular Beethoven and almost all of Mozart. Gould disapproved of Mozart as a rather frivolous hedonist; he himself was a stern puritan (his Scots background?) and a moralist. But his ideas are delightfully inconsistent, as befits someone who gave a brilliant address to graduates of the Toronto Conservatory of Music (it forms the prologue to the book) on the perils of systematized thought.

A small complaint: a complete Gould discography would have been a valuable addition.

David Matthews

Virgin territory

Voyages to the Virginia Colonies. By Richard Hakluyt. Corgi £5.95. 0 7126 9574 5.

An excellent introduction by A. L. Rowse sets the scene for Richard Hakluyt's account, rendered in vivid English, of the first Elizabethan "pilgrims of Christian habitations" in North America. Gilbert's colonization of Newfoundland in 1583 was the first, to be followed by successive voyages to

and colonizing of Virginia by Raleigh and Grenville in 1584-85. Hurricanes, difficulties of terrain and the unpredictable behaviour of the Indians made life hard and uncertain for the settlers, in spite of the country's vast natural resources. Their courage and tenacity are much to be admired, but the legitimacy of erecting "the Arms of England, engraven in lead, fixed upon a pillar of wood" remains open to question.

Eric Church

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Pitman

Readathon

Some of the annual events arranged by the book trade give the impression of being very much more to do with the promotion of publishers' profits than with the promotion of reading. One very definite exception is Readathon, a nationwide "sponsored read". Last year, over 75,000 children took part, some 225,000 books got read and a quarter of a million pounds was raised for charity.

Now in its fourth year, Readathon is very much the brain child of Brough Gilling. Besides being a children's author (his amusing *Verde Fruit and the False Moustache* published this year in Puffin features a mother whose chief delight is stripping down motorbikes), he is also heavily involved in the schoolbookshop movement. "But Readathon is not about selling," he insists. "Children can just as easily borrow the books as buy them." Last year the money raised went (as it will again this year) to the Malcolm Sergeant Cancer Fund for children. The fact that it is a fund-raising event makes it a worthy idea but the fact is almost incidental. It is a very good read because it is a very good book.

sored things. Its first aim is to promote recreational reading. Gilling believes that many children do not develop "the reading habit" simply because they do not see books getting the promotion given to, say, pop music or television programmes. One of Readathon's aims therefore is to make it "the fashion" to be seen reading a book.

This year, it has been adopted as a Childrean's Book Week event (October 3-10). Primary and secondary schools wishing to take part can write now to the Readathon office, c/o Books for Students, Bird Road, Heathcote, Warwick CV34 6TB, indicating the number of pupils likely to take part. At the start of next term they will be sent sponsorship forms, materials for display and for a classroom project. This latter consists of either a free VHS video tape featuring Roald Dahl "talking about the fun of reading" or a pack which was also available last year containing an audio tape of Britten's *Young Person's Guide to the Orchestra* together with an illustrated booklet. Teachers should specify which they wish to receive.

David Sell


Television

Shakespeare's London will come alive again during a week of celebrations to mark the beginning of work on the reconstruction of the Swan Theatre, one of its original sites in Southwark.

The International Shakespeare Week (July 10-19) will include numerous events, among them a Ground Breaking Ceremony attended by the Duke of Edinburgh on July 16, and Bankside Children's Day on July 19 when there will be six hours of entertainments involving puppets, marionettes, juggling, acrobatics and jugglers.

The Shakespeare London Fair will take place between July 16 and 18 and will celebrate Elizabethan London with displays of handicrafts of the period, jugglers and mime artists.

To launch the week there will be a Shakespeare's Chain Concert at the Royal Festival Hall on July 10, followed by leading Shakespearean actors and singers reciting plays. It will feature works by Maxwell Davies.



萬國郵政總局

An oak timber post from Wlodos Great Turk during the ceremony on July 16 which will set in train a development programme to be completed by 1992. There will be 24 timber posts incorporated into the structure of the Globe donated from other countries including Spain, Nigeria, the USSR and Finland.

Further details from *WWD, Dignity* 01 263 1581

Radio

With a need for pictures to show the PM in a motherly caring aspect and babies and lambs not abounding at number 10, there remained only myself and the policeman at the door as models always to hand. He had a button sewn on his shirt, and on *The Times* front page I was shown in her arms with her gaze radiantly on me. I made the most of it - purring like a mad dynamo and zing and zing and zing as the turning color. We had an instant in time.

David Selt

Competition No 92. Set by Charybdis
 "They queued and fought for tickets
 was one of the press comments of *Let
 us go then, you and I* - a celebration of
 the life and poetry of T. S. Eliot now at
 the Lyric Theatre. Please incorporate
 the phrase "They queued and fought
 for tickets" as either part or all of a
 line in a piece of verse (maximum 16
 lines) which is either a pastiche of Eliot
 or himself or a poem of your own. The
 subject (whether it's Eliot or you
 or anything else) is up to you. Good

...available to cover the fees of £340 term. In practice, some i.e.s.s. (not Essex and Surrey) are more forthcoming than others. Many are reluctant to award scholarships to over 14s, those such as Kent who are developing their own music centres may prefer to keep their musical talent within county boundaries.



Sue Surkes talks to the only Yiddish-speaking actress in England

under way to eliminate the redundancies, he insists, are part of the overall plan to streamline the Academy. "It's no good providing today the courses of yesterday," he says, justifying cutbacks in theory and harmony courses. "We exist to train performers. Many more people listen to jazz and opera than to Lieder and at the end we want our students to get jobs."

Number of students have been reduced from 600 to 550, but the Academy still awaits DGB permission to start the new 1987-88 target of 400.

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and class distinctions are firmly
banished. By using the work of a
number of choreographers, youngsters
are exposed to a variety of styles.
Duncan Holt's own work, *African
Sensual*, has been one of the most
successful dances in the repertoire.

Judy Meeweze

For further details or information about
the summer school to be held in August
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THE TIMES

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Preview

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Further details from *WASH. Dignity* 01 22 1987

I regretted the end of my rollicking sleep-dash ship's cat days with Sunny Jim, free as they were of any attempt at "music" like those that had flayed co-existence with the other sailor. But my first impression of the new incumbent was unfavorable ("Has it got been?", I saw that I would have to mind my) P's and Q's. He baring on their seemed to dash any hope of licking out a sardine tin again.

The Press—worded my publication. With a need for pictures to show the PM in a motherly caring aspect and number of limbs not abounding in numbers, the police remained only myself and the policeman. I had a models, always to hand. He had a button reserve on his stir, and on The Times' front page I was shown in her arms with her gaze radiantly on me. I made the most of it—putting like a dynamic add-on to the adoringly.

There was the burning zone. We had an

ducal. It really takes the lower half of the class to do the patriotic bit with panache. Meow ~~~~~

Old Maggie was not a Mogge-wraith at all, she kept out of her way lest she be replaced me with a sub-contractor, privatized, electronic mouse ~~~~~

Lord ~~~~~ and those empty crimson bottles around the dinner ~~~~~

Denis ~~~~~ what an obnoxious course for a working cat ~~~~~

Russell Lewis

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subject: *Godfather* or *Elot* or *you*

Philippa Davidson on the institution behind tonight's Wigmore Hall concert

Local authority scholarships are available to cover the fees of £340 per term. In practice, some, e.g. (notably Essex and Surrey) are more forthcoming than others. Many are reluctant to award scholarships to over 14s, and those such as Kent who are developing their own music centres may prefer to keep their musical talent within their county.


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paper (25p)

OPEN LEARNING

Studying what you want, where you want



An attitude of mind

RICHARD FREEMAN

Alice sits at home learning to write games programs on a computer. Bill, Alice's biology teacher, is following a radio language course, dreaming of a holiday in Spain. Alice's mother is out on the road, learning to drive in the family car. They all have one thing in common: they are open learners, studying "what they want, when they want and where they want".

Most of us engage in open learning. It's how we usually learn to cook, repair cars, bring up children and play musical instruments. And, contrary to the view that open learning is somehow difficult or only for the highly motivated, most people are comfortable with it.

Definitions of open learning abound. The term is, after all, only a loose catch-all for an attitude of mind about learning. Its relations—learner-centredness, flexible learning, experiential learning—are all distinct but the boundaries between them are blurred.

Open learning emphasizes learning rather than teaching. It also looks at the conditions for successful learning. We know that this only takes place when the student is motivated, has the appropriate prior skills and knowledge and can go at his or her pace.

All these features emphasize that learning is an individual process. You can teach a group but only an individual can learn.

Open learning started with adults. They turned to it because it offered them choice and flexibility that they

couldn't get elsewhere. With open learning, it doesn't matter how much you already know or what you can do; you start at the point that suits you. It doesn't matter whether you have an hour a week or five hours per day for study; you go at your own pace. It doesn't matter how far you want to go because you decide, not the group or a teacher.

Open learning comes in a wide variety of modes. Each is a response to some special need. Flexistudy (run by local further education colleges) offers home study courses to busy adults. The college buys in open learning materials (not textbooks) and adds a tutor. This enables a home-based adult to fit a course around work and family commitments.

FE workshops provide a room in a college dedicated to one subject. The room is equipped with learning resources and equipment. Students call in at times to suit them, following courses that they have planned with their tutors. For example, in several colleges, there are workshops for maths, English and foreign languages. Although hundreds of students may pass through a workshop in one day, no two will have studied exactly the same material.

In employment-based open learning schemes, employees fit training around their work. Using rooms set aside for learning, they can leave production lines or desks when work flows permit. Each employee works on a personal learning programme, sim-

ing only at a defined standard of performance.

In schools, open learning has grown both through the Council for Educational Technology's "supported self-study" approach and through the National Extension College Flexible Learning in Schools project.

Schools can use it to overcome some of the difficulties of meeting individual needs through class teaching. No two pupils have exactly the same requirements. They rarely start from the same point; they rarely progress at the same pace or have the same difficulties. Coping with this in a class is not easy—at best the pace and content must be a compromise. Open learning breaks through by its emphasis on learner-controlled pace and content.

It also requires activity on the part of the learner. It is all too easy for a pupil to be passive when a teacher leads the class. A good teacher may unwittingly be so helpful (with notes, handouts, advice) as to create dependence. We see this when pupils complain at exam time that their class hasn't finished the syllabus. If the teacher hasn't taught it, it can't be learned. Because open learning shifts the emphasis away from teaching, the learner becomes more active. Even the passenger in the back row has to do something.

Open learning also helps prepare pupils for adult life, which requires competitiveness and puts a premium on individual initiative. The competition so often fostered at school is a liability in the office or factory where being a member of a team is the normal way of working. Yet, at the same time, adults must be able to take initiative. After school no one tells you what to do; you decide. Open learning in schools fosters initiative (you pace your own learning, help assess your own progress) and cooperation (you consult others, work in small groups).

It can also widen choice. A school organized around class teaching is limited in the range of courses that it can offer and the combinations that can be timetabled. With, say, a workshop approach, and combination of subjects, the pupil can fit in the learning at whatever times suit.

Emphasizing learning can sound like making teachers obsolete. No doubt some administrators and politicians see it that way, anticipating the savings that can be made. But far from making teachers redundant, it just changes their role. Preparation is reduced because of the high use of published materials, teaching is greatly diminished and marking is reduced. Instead, teachers negotiate individual learning programmes, help pupils assess their own progress, manage learning programmes, diagnose problems and help with individual difficulties. And, of course, promote the conditions for successful open learning such as peer group working.

So, the teacher finds no rest. But those who have introduced open learning have reported improved pupil motivation, fewer behaviour problems, better exam results and a general sense of greater job satisfaction.

Richard Freeman is Courses Director at The Open College.

Student support services

Acting as catalyst

ANNE GRAY



It's extremely tempting to close one's eyes, sit tight and fondly hope that this newest fad will simply go away. The implementation of open learning strategies poses yet another problem for an education system already creaking under the stress of current and proposed change.

Few can refute the arguments employed to promote the concept of more open access but most are all too aware of the practical attendant difficulties. Tutors and students alike, the majority of whom have only experienced formal, traditional modes of learning, have become educationally institutionalized in their habits. They must develop new skills and attitudes if the opportunities presented by more open routes are to be properly grasped.

Despite considerable improvements in the design and availability of learning packages and in the readiness of people to consider this way of learning, the materials and the will are often not enough. The catalyst of tutor support and the provision of student services are usually required to weld the whole into a worthwhile learning experience.

The student who can, unaided, wade his way through the menu and then the individual courses is rare indeed; resources to do so—both personal and physical—do not come easily. The tutor who can, unaided, adapt the new role required now that much of the teaching mechanism has been absorbed by the materials, is rare also. As the tutor becomes more of a counsellor, a facilitator and a manager of learning, and as expectations of the student rise regarding an ability to assume greater responsibility for this learning, both require support if they are to meet the new challenge.

The shift in emphasis to a more resource-based, student-centred approach is currently being effected in a wide range of other curricular areas and it is possible to tap into the experience being gained here. Documentation of research carried out by bodies such as the Open University, the Council for Educational Technology, the Further Education Unit and the National Extension College provides invaluable guidance on the provision of effective student support services.

Initial counselling, for example, is crucial to the subsequent success or failure of the open learning experience. Many prospective students have unrealistic notions about their ability and perhaps only a vague idea about what they should be studying and why. Many too, as Sheila Innes, Chief Executive of the Open College, points out, will be dogged by bad memories of school, poor self-image and fear of failure and assessment. Experienced tutors, therefore, recommend that initial contact should be face-to-face, non-intimidating and informal. In order to establish whether in fact an open learning course is the most appropriate one. Some tutors at this stage will try to dissuade students from this mode of study if a more formal route is a realistic option.

Reasons for enrolment, whether for vocational or personal betterment, must be elicited and the student's ability and strength of motivation assessed. The qualifications and non-accredited skills possessed, the period which has elapsed since the last course of study and the student's experience of self-study are all important factors. As are practical considerations like the amount of time and quiet space which the student can depend on and whether there is easy access to a library, video recorder or computer.

All these facts add up to a student profile which should be fully fleshed out if proper guidance is to result. As with traditional FE night-class provision, the drop-out rate from open learning courses in the past has tended to be quite high and the problem can often be traced to inadequate or inappropriate counselling.

One spin-off from open learning has been an enthusiasm to return to more traditional courses. Whether the results or the student proceeds with another learning package, the point is that the student's learning skills will still be the same. Another person with enhanced learning skills taking advantage of current educational opportunities.

Anne Gray is Educational Development Officer at the Regional Curriculum Development Unit, University of Ulster.

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OPEN LEARNING

At the heart of any flexible provision lie the materials

Packaging the goods



NIGEL PAINE

Materials and Resources Information Service. This was an Open Tech support project and contains information on 9,500 open learning packages specifically related to management, technical and supervisory areas. These are classified into over 500 subject areas ranging from catering to computing and linked by a comprehensive on-line thesaurus.

A proportion of this material is not strictly relevant to the needs of schools, although some, such as packages on basic analog and digital electronics, could be extremely helpful.

The Open Tech also commissioned a directory of open tech materials, which is currently published by the National Extension College and has details of 1,500 packages in technical, supervisory and management areas. When the current edition runs out, a new open learning directory will be sponsored by the MSC, to cover a far broader range of subjects. This will include all vocational skills and subjects, with the emphasis on industrial and commercial training.

The National Extension College has dealt with schools and FE colleges for the last 20 years, providing high-quality open learning materials in addition to its correspondence college role. They now have free catalogues on areas such as computing and business, technical education, arts and social sciences. The most popular materials cover O and A level subjects like biology or English, GCSE and computing. NEC also specializes in study skills materials.

The Open University still has a wealth of materials which are largely untapped by outside agencies. This includes dedicated open learning packages for use in industry and community education, as well as elements from undergraduate programmes which can be purchased separately and have value at a variety of levels for school-based students. Undergraduate materials are grouped around the five OU faculties: arts, social science, technology, science and education, and com-

munity education ones cover areas like consumer and parent craft.

The Open University has a catalogue of materials which is complex, but yields tremendous rewards. The Open College could eventually provide a useful pool of materials for school and post-school use.

Many television and radio programmes now contain excellent back-up materials, often in open learning format. The great advantage of these is that they are cheap or free.

The problem is usually trying to keep track of the fairly large range of programmes and getting enough advance notice to build in planning time to record them and get access to the back-up resources. Both BBC and the independent channels try to make this easier by producing free advance notice leaflets. The BBC produce BBC Education, the IBA TV Take-Up. Channel 4 publish Sec 4.

Many sets of materials are, however, specifically directed to the adult/community education market which can play a useful role within schools. Most materials that are commercially available will not correctly fit your own school needs, so it is useful to adapt them. You can supplement content with materials that only cover part of the syllabus or do not cover the material in detail. It is often necessary to add in some more content.

Occasionally it is the other way round. They need to route the student away from too-detailed examination of particular issues which are not strictly relevant. Sometimes the supplementary material can be based on existing handouts or worksheets, which makes the task fairly straightforward.

You may wish to structure the materials for the learner. This is far simpler and more straightforward, helping the learner make sense of the material and plotting the route through them.

The list of items that need to be added are: aims and objectives to explain what is to be learned, signposting to direct the learner, routing to help the learner move through the material, unpacking to explain concepts, summary and assessment reviews, anticipation of problem areas, and encouragement.

All open learning material has built-in self-testing for the learner to monitor progress through the materials. If you are preparing students for a public examination or for continuous assessment you must add in the formal external assessment material. This can be standard "tests" or project work.

All three areas take planning and a certain amount of time, and all are based on the assumption that you should not simply hand out materials without having worked out the sequence in which they will be used and evaluated their suitability.

If there is nothing around you might feel it useful and valid to develop your own materials. If you can get into a consortium arrangement with a group of schools or with the local FE college to share the cost of development, it will speed up development and cut costs.

The more materials you develop the more you will be able to share with other institutions and the more you will have back. In Scotland, all the TVEI projects are combining to produce 40-hour curriculum packages. A pack developed by one centre is made available as a master copy for duplication by all the other centres.

New or specialized subject areas are often poorly served by existing materials. The core curriculum generally allows much more choice.

Desktop publishing offers the best opportunity yet for small scale materials development within local authority institutions. It allows the material to be developed on-screen, and edited on-screen, leading to laser printing and photocopying. The direct costs are cheaper and the time savings immense.

The opportunities for computer-based learning have hardly been developed in Britain but we have now got away from the idea of individualized computer work stations for every pupil. The more productive and cost-effective use of computers for problem solving and group work. This can allow computer learning materials to be integrated into an open learning programme or form one element of self-paced in a conventional teaching programme.

Very few schools have yet made use of open learning, but the interest already generated indicates a vast development in this area over the next two years. There is no need to use it for complete courses. It is possible to start with one part of the course and offer a small open learning element before extending it.

Using professionally-produced materials is cost-effective and far quicker than designing materials from scratch, even if they need to be adapted. A consortium of schools and colleges working together will move forward faster than one school working alone. Offering flexibility and choice for the learner will create independence and motivation and help sustain a desire and an ability to learn.

National Extension College, 18 Brooklands Avenue, Cambridge CB2 2HN. Open University Walton Hall, Milton Keynes MK7 6AA. NERIS, Marylebone College, Leighton Street, Woodburn, Bedfordshire. MARIS-NET, Bank House, 1 St Mary's Street, Ely Cambs. SCET, 74 Victoria Crescent Road, Downholl, Glasgow G12 9JN. The Open College, 222 Euston Road, London NW1 2EZ.

Nigel Paine is an Assistant Director with the Scottish Council for Educational Technology.

Find out more about NEC's Open Learning... course materials for GCSE's, 'A' levels and OU Preparatory;

... guides - 'NEC Guide to Open Learning and 'Open Learning Toolkit';

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Contact Customer Services (Dept. 520), National Extension College, 18 Brooklands Avenue, Cambridge CB2 2HN Tel: 0223 316644.

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Given a little time to get used to it, this could be a valuable package. The activity ideas could certainly enhance experiential learning. Whether primary schools will find the cash to buy the materials is debatable. Prospective purchasers should try to preview those before parting with their money.

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The Usborne First Book of the Recorder.
By Philip Hawthorn
Usborne Publishing Ltd. £5.95. 0 7460 0070 7.

The title is deceptive. This hard bound colourful book is more in the nature of a playway introduction to musical notation through the descant recorder rather than a first recorder book.

Tubby cartoon figures direct the learner throughout the teaching pages. They demonstrate techniques, introduce notation, ask questions — "Rhythms do not need to be written on a staff. Can you think why?" — and point out some amazing stories and facts about the recorder.

In 36 teaching pages the author introduces 20 notes starting with the progression, B A G E D top C, and finishing with top D. The book also includes 14 pages of tunes to play from pop songs to Christmas carols, some in two parts or with a piano accompaniment, a full page description of the recorder family and one about the various makes of descant recorder to help the buyer. There is a short discography and useful pages summarizing and explaining some of the music words used.

The book is packed full of information and is almost too comprehensive: older children will enjoy the colourful presentation and fun approach but the pages are far too full and may end up confusing rather than teaching. The rapid progression would suggest a beginner already at ease with the recorder. The lack of easy practice tunes and the amount of information to assimilate on every page would, no doubt, frustrate a real beginner.

Jean Gilbert

Process and product continued

In all of these examples (and it is possible to cite many more), the teacher is taking with the process of composition, without asking the pupils ideas to the products. This assumes that the pupils need and want help, and not all of them do. But if we have to assess processes as well as products we will surely end up withholding that help, and our less able pupils will suffer as a result.

I have tried to present an argument for assessing products, and not processes in music composition, although I do not deny that it is sensible and practicable to award a mark or two for showing evidence of being able to manipulate and alter musical ideas. This has a certain topicality because at present we can choose between those who use processes which relate to assessment (SEG and LEAG), and those whose syllabuses make no such claim. However I think the argument, such as it is, is likely to hold at all levels of composition.

Many questions are still unanswered. For instance, we could probably spend a few thousand words on what we mean exactly by compositional processes. Is it to do with technique, the ability to compose a round, for instance? Or is it to do with attitude, as the SEG syllabus puts it, to "... show outstanding powers of self-criticism"?

I suspect the whole discussion has to do with a much wider concern with processes in other areas of education. But the principle that we should assess processes does not apply equally well to all educational activities. If you doubt this, consider the difference in the GCSE exam between solo performance, where the emphasis is entirely (and rightly) on product; and rehearsing and directing an ensemble, where it is with the process and not the final performance that we are chiefly concerned.

The problem with composition is that it seems like a "process" sort of activity. However, I suspect one of the main concerns with assessing these processes will one day be a natural death as the practical implications are realized. Perhaps we could agree, for various reasons (including those I have offered here), to make this happen sooner rather than later.

Tim Cain, *Teacher Music and Drama*

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Along Came Man. By Linda Marsh. Piper Publications. £5.50. Melody part £1.60. Instrumental part £1

The Runaway Zoo. By Gwyn Arch, Libretto by Pat Rooks. OUP. Score £4.95. Instrumental parts £2.45. Words £5.95 sets of ten. Separate instrumental interludes £2.75

The musical plays and cantatas keep coming. This little collection is representative enough in that it contains lots of inoffensive pleasantness and no obvious masterpieces. Surprisingly, perhaps, there is only one Christmas work, at a time when more might have been expected. *Meredith the Christmas Camel*, is a title which determinedly trumps all those who believed that the Christmas Story had now been told from all conceivable points of view.

Meredith is a jolly and very performable Christmas work, entirely suitable for first and infant schools, with a piano part of about Grade 3 standard. *Meredith* himself is intended to be played by two children in pantomime style, and there is lots of potential fun here. Schools looking for something different and yet absolutely in the Christian tradition for this coming Christmas could well look at this.

Also from the Bible is *Coming Home* which is the story of the Prodigal Son. It is, however, very different from *Meredith*, being a youth group or older secondary school orated rock cantata of a kind which is by now so traditional as to be almost dated. The lyrics have a certain agonizing familiarity about them:

"Come in dine, you swine.
"Come in dine, you swine.
"The pleasure mine!
We like your piggy.
He's a swill this guy.
His place is high!
Husk me to sty to tea."

Beefed up with some strong synthesizer sounds, some "Supremes" imitations on stage, and a nicely camped up production, this would go down very well as an offering, say, for a Church school to do in its local church.

Wizard, based on a Grimm story, is intended for juniors, though it will present most primary schools with quite a challenge — which is no bad thing, of course. Many junior schools will need to import a pianist, for example, for the accompaniment. The work calls for a handful of competent solo singers and some accomplished two-part choral work. Junior and middle schools with a good singing tradition might look at the work.

The *Runaway Zoo* is a delightful work, and the songs are delightful.

accompaniment about Grade 4 or 5, and the whole thing can be done by a union choir with a narrator — although there could, of course, be some solo verses to vary the texture.

Alvida and the Magician's Cape is also a fairy tale. It started life in the BBC "Time and Tune" series — which is a recommendation in itself — and although some 10 years old now, it is here available in a newly edited edition with added dialogue so as to make a performing work about half an hour long. The story is a good one, the tunes are accessible and easy to learn and the piano part is about Grade 3. Included with the vocal score are four copies of a recorder and tuned percussion part. This is a good, performable and very complete package for the junior school.

Also very complete is *The Elephant's Child*, which is a Rudyard Kipling tale made into a half hour music drama. The attraction of this piece for me lies in its use of masses of classroom untuned percussion and of effects such as the motor horn and the swanee whistle. Music teachers and their classes could have a lot of fun with this. There is also a brief part for euphonium, and as most schools have friendly brass players within shouting distance this is not at all unreasonable. The piano part will need assiduous practice by a sub-diploma pianist, but it lies fairly well under the hands.

The environment, and man's despoliation thereof, now vies with the Bible as a subject for the school cantata. There are two examples in this present batch. *Rubbish!* (Ever since Rodgers and Hammerstein had the happy notion of putting an exclamation mark after *Oklahoma!* the idea has become a sort of cliché) is about Keeping Britain Tidy. It is intended as a full dramatic production, but it could obviously be done in concert format. The songs are simple and pleasant and the theme lends itself to lots of supportive work in school. The piano part is easy and doubles the voice parts throughout. While there is no additional instrumentation, recorders could play some of the songs.

Along Came Man is published in association with the World Wildlife Fund, and tells the story of the extinct species — the Dodo, the Sea Mink, the Great Auk and others. There are two solo parts which call for accomplished young singers, though the parts could be filled by adults. The songs are effective, and there is plenty of scope for added drama and other supporting material. The accompaniment calls for a pianist of about Grade 5 or 6 standard.

The *Runaway Zoo* is not strictly about the environment, though the theme does deal with man's attitude towards animals. A musical play for young children; it tells of some 200 animals who rebel against being locked up and go off in search of justice and freedom. The idea is good, the music is easy to sing, with some well realized two part effects; there is plenty of material for classroom percussion and simple but effective sound effects. I suppose what bothers me about it is the play, which is for my taste more than a little inconsequential.

However, this is an interesting piece by an always lively composer, and one looking at it not least for the possibilities it offers for staging and costume. The piano part is of moderate difficulty. There are two optional instrumental interludes for which music is separately available.

Conference of University music teachers 1987

Oxford, April 7-9

Any lingering notions of an ivory tower existence for University Music Departments were finally dispelled at this year's Conference. Its main theme — the new GCSE and its implications for A level and university music education — arose from concerns expressed at the previous Conference (Surrey, 1985). Additional anxieties stemmed from the recognition that music lived dangerously in many of our schools and that the an-ging financial squeeze in higher education now threatened the very existence of some departments.

The subject of GCSE was introduced by Colin Robinson (Secondary

Examinations Council) who reviewed the General Criteria adopted for GCSE courses, and the National Criteria for music which had led to the structuring of syllabuses within the activities of performing, composing and listening. Dr Robert Melke (University of Leicester) outlined some of the initial thinking going on in the Secondary Examinations Council 16-plus music committee in the light of developments within GCSE. At the same time A level examining boards are proposing modifications to their syllabuses from 1990 which will take account of both the GCSE curricula and the continuing requirements of

higher education. Misgivings about the possible effects of GCSE policies on subsequent music studies focused on the absence of formal historical study; the limited requirements in written harmony and counterpoint; the consequences of broadening the listening curriculum to embrace not only European music from the 16th century to the present day but also pop music, n.r.k. folk, jazz and a variety of ethnic musics; and the challenge to teachers required to make provision for pupils with little or no training in music outside the classroom (a cardinal principle of GCSE) alongside richly endowed students who would formerly have taken O level. Such reservations were reinforced when it was revealed that many teachers, at least in one major I.C.A., felt ill-equipped to assess the compositional, creative elements which play a central role in the new courses — even though such activities have increasingly dominated classroom activities during the last decade.

Ian Bartlett

The search for balance

Sound structures

JOAN CHILD

Recent changes in the music curriculum, accelerated by *Made from 5 to 16* and by developments associated with the GCSE have been largely concerned with the content of syllabuses. The content is interpreted through a variety of teaching methods, some concentrating on musical skills and techniques, some emphasizing musical concepts, and some focusing on the teaching of stylistic features through a wide range of musical styles. The search for balance in the music curriculum is not just a question of reviewing the content, but must involve considerations of methodological emphasis, how and to what extent this varies at different stages of musical development.

There is the challenge to music educators, to develop a balanced curriculum programme which explores different sounds, structures and styles in a way which will expand a child's awareness of music, how it functions, what it is about, and make clear music's relationship with the content from which it arose. We may term such a programme "multi-musical" or "multi-artistic". Whichever terminology is used, it is clear that diversity of musical expression should lie at the heart of the curriculum, stressing the value of all musical activities. Any other position would be untenable and open to accusations of tokenism.

Establishing the framework of a multi-cultural programme is of course, only a beginning. A whole series of questions follow. What are the relevant teaching strategies for involving whole classes of pupils in new musical experiences? How can we ensure that there is understanding of the context of the music? What are the gains in terms of overall musical development? How can superficiality be avoided? These and many other questions are major concerns. In our present state of knowledge and experience we can only suggest a few possibilities. The Harrow schools' programme presents one such approach.

In November 1986 nine schools began a classroom-based programme of musical activities involving a variety of musical styles; another five schools will join the programme later this year. Specialist musicians work alongside the class teacher and advisory teacher in first, middle and high schools, bringing their particular musical expertise to each lesson. The musicians work in the areas of Indian music and dance, steel, jazz, and Latin-American styles.

Much thought has been given to the specific features of the chosen styles within these programmes, which will provide valuable educational experiences for children of different ages. It was felt, for example, that Indian folk songs and dances could be introduced into classroom lessons for young children, and that expressive movements linked to a story could provide an obvious opportunity to establish context, and to link it with other subject areas. There have been considerable musical gains beyond the specificity of the chosen styles in terms of listening, understanding and rhythmic

development. Jazz-based activities offer a good example of how a range of inter-related musical concepts, skills, and stylistic features can be combined. Certain jazz features, such as improvisational skills, and the building of the rhythm section, are important for suggesting ideas in GCSE groups, while others are relevant in developing performing skills, and expanding rhythmic and melodic ideas at any level.

The presence of specialist musicians allows for frequent discussions with the teachers and on-the-spot evaluation of the lesson content. Teaching strategies are therefore constantly under review, and a new look at ways of learning has emerged from this dialogue. Performing skills, in other learning, acquiring understanding of musical structures, and the relationship between individual contribution and group performance are some aspects of musical development being re-examined.

At the same time there is concern with the balance of the whole range of musical activities in schools. The programme seeks to reassess the music curriculum, extending its scope and redefining its content. It does not deny the value of the existing framework, but sees that framework as developing, reflecting the processes of change within our culture. The new teaching programme operates on a rotational basis, so that children receive specialist tuition in a specific musical style for a period of one term at different stages in their musical development. One term's concentrated activity allows children to become absorbed in the experience, but does not overbalance the curriculum with any one means of musical expression or with any one style.

Instrumental teaching runs alongside the classroom programme and each school has its own extra-curricular groups. In terms of musical performance, a new dimension is added to complement the choirs, bands, orchestras and small ensembles which already exist.

Much detailed work remains to be done to ensure continuity, to develop further links with other subject areas, and to develop resource materials which are generally still in such short supply. Strategies for long-term evaluation will be necessary to look at the effect of the programme not only on children's musical development, but also on wider curricular issues. Changing the scope and content of the syllabus is a start, but if this programme is to make any significant contribution to the music curriculum, then it will need to be examined and re-examined in terms of the whole curriculum.

*Blacking, J. *Culture and the Arts*. National Association for Education in the Arts 1985.

Joan Child was the Head of Music in a South-West London comprehensive school, and is now an advisory teacher with the London Borough of Harrow.

Teach yourself

Play the Electronic Keyboard at Home, Play the Electronic Keyboard Books 1 & 2. By Nicholas Haines. Longman. £4.95. £1.95. £1.95. 0 582 224713, 0 582 22460 8, 0 582 22460 8

Play the Electronic Keyboard at Home contains exactly the same material as *Play the Electronic Keyboard*, Books 1 & 2. These new titles provide a well-presented and copiously illustrated guide to musical literacy with an interesting variety of keyboard excerpts ranging from 17th century to pop music. There are a total of 18 separate teaching units, each containing an introduction to keyboard skills, technical points and theory and including project work and pieces, some by the author himself. All the material is written in a "teach yourself" style and therefore is equally suitable for use at home or school.

Occasionally, however, unsupervised learners may get into difficulties. In Unit 3, for instance, we read that, if we choose a four-beat rhythm at a very slow tempo and press the synchro-start button, a light will flash on every beat. Not on "March Rhythm" on my keyboard, I'm afraid. There are also a couple of strange features in the closing "Pieces to Play" section. For example, "I've got a Lovely Bunch of Coconuts" may sound as if it contains a wrong note or two to the average ear and the music of "Hava Nigila" definitely will not fit to the traditional words sung by the average Israeli.

These minor blemishes apart, however, most teachers will welcome these new books as a means of introducing practical music-making to pupils of all abilities.

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EXTRA

Do music teachers know how commercially important their subjects is?



The music industry is the second largest dollar earner in the country.

Careers in music

DAVID BRAMHALL

UK, has 650 members employing between them some 100,000 people. Do music teachers know that?

There are more than 150 recording studios in this country with a total turnover of £50 million. The managing director of the largest says that two-thirds of his employees need musical experience in their day-to-day tasks.

More than 90 firms manufacture recording equipment - annual turnover £66 million of which 75 per cent is earned overseas; a major British export industry. Do music teachers know that?

Live music is a large source of employment, too. The Royal Opera House employs 1,200, and several major venues have payrolls approaching 200. At least one expects that all employees have some knowledge of the performing arts whatever their function. Richard Burdett at the Wigmore Hall points out that his box-office staff often advise customers about their choice of concert, and need a good knowledge of the music on offer. At the Barbican Centre, house manager Nigel Jarvis finds that stage-staff who can talk intelligently with performers, handle instruments sensitively and carry out the practical tasks surrounding music are hard to find.

Musical experience is useful in unexpected areas. Several travel-agents, for instance, specialise in musical tours and require musical knowledge to translate clients' interests into airline tickets and hotel bookings. In some businesses music finds strange bedfellows; the managing director of a large instrument wholesaler told me "even in accounts some musical knowledge is desirable", while the head of one of our most respected music publishers suggests that in his packing department, knowledge of clefs and instruments speeds sorting and prevents mistakes.

Kemp's International Yearbook lists 135 live concert organizers and promoters, 250 manufacturers and suppliers of equipment for live music, and 34 firms specializing in acoustic engineering. Every sizeable town has its music and record shops. Most are quite small, but the largest employ 900 people and expects many of them to use musical knowledge in their jobs. Music needs printers - how many music teachers even know how that is done? Broadcasting is a major employer in national terms and a fair proportion of its employees need some level of musical experience; 20 per cent, according to one estimate.

Do music teachers know how important their subject is - even in simple commercial terms? The answer, of course, is no. Many of us are woefully ignorant of the way our subject functions beyond the staff car park, and worse, we do not know how to find out. Any child who comes to a music teacher for advice on working in some area where musical interests make the job easier or more enjoyable is likely to find little comfort.

I recently circulated a number of secondary schools asking what resources they had to help guide pupils' decisions. Of 29 replies so far, only one claims an adequate collection of reference material; only three give structured careers advice to musical pupils. All four are independent schools.

Many replies suggest that teachers wish to do better. "I find it difficult to convey detailed advice about musical careers as I don't know enough myself," many music teachers are not aware of the opportunities

now available... (especially) for keen but not very bright fifth-year or lower-sixth leavers... "I don't know enough about opportunities on the technological side."

There is some distrust of the established careers services. Several teachers felt that advice to pupils was unhelpful or outdated. One was... "amazed when pupils prefer to ask advice from the schools careers officer... it annoys me that pupils and parents trust advice from someone who has not had our specialist training."

Whether that teacher is right to place great store in our professional training is doubtful, however. With one significant exception I am not aware of any educational agency which seeks to inform teachers or pupils about commercial music, its methods or employment policies. The new reception is MANA, whose excellent booklet "Careers in Music - just the job!" should be on the shelves of every music department - but not.

There is concern in the music business about consultation between education and commerce: "... lack of contact between ourselves and the educational world..." "no consultation with industry..." "despite our past attempts to generate interest..." Many employers stress that they are essentially businessmen pursuing or servicing music. Musical skills are important, but business acumen and training more so.

This has implications for the curriculum. If the music teacher of careers adviser felt sufficiently well-informed to suggest a pupil take office practice, computer studies or physics as an adjunct to music, would the option scheme allow? In view of the importance of performing arts courses in higher education, do our option schemes allow pupils to study music and drama and dance? Are dance and drama available at all?

Were we more knowledgeable about the techniques and organizations of commercial music, could we carry this knowledge into the classroom? I know of schools that run disco management courses, but do any have their own recording studios? Equipment isn't cheap, but prices fall as technology improves. Equipment is available second-hand, so the project would not be beyond the determined music department - and I do speak from experience. I know one school that started a record company.

What about a combined project with the business studies department in "concert management"? Now there's an educationally-acceptable way of delegating the front-of-house for the next school production!

"Careers in Music - just the job!" is available from Manaprint, Medlock School, Wadsworth Road, Charlton-on-Medlock, Manchester M13 9UR. Price £4.75. A free booklet may be obtained by sending a s.a.s. to David Bramhall, 20 Bedford Way, London WC1H 0AL.

David Bramhall is Head of Music at Thomas Myle High School, Framlingham, Suffolk but is at present on secondment researching into careers in music-related industries at the Institute of Education.

EXTRA

More to offer than any other creative application

Microworlds of music

CHRIS JORDAN

Despite the fact that the micro-computer has more to offer musicians than any other creative application, and that this offer is being taken up vigorously in the home and studio, music education has so far barely scratched the surface of its vast potential. However, hope is a new initiative at the Warwick University based MESU (Microelectronics Education Support Unit) will begin to redress the balance. The brief is to identify how new technology can contribute to music education and to produce guidelines for its successful integration and application. It is headed by educationist Phil Ellis, who explains: "The focus of the initiative will be on support of work with children in primary schools and those with special education needs. However the principles to be investigated will not be age dependent." Further functions will include in-service teacher training, information gathering and dissemination on a national scale.

One exciting new development which seems sure to have far-reaching consequences is targeted initially at secondary education. Bedfordshire I.C.A. have drawn on their pioneering experience in both music technology and mobile teaching units, to devise a "Mobile Sound Technology Unit".

This is a 22-seater coach refitted as a music studio and equipped with four BBC Microcomputer based Hybrid Music Systems (TES 13.2.87), one Yamaha CX5M computer (since discontinued - TES 24.4.87), and a complement of synthesizers, sound processors and recording equipment. It is used by pupils working on music projects for the TVET Performing Arts course, in support of a curriculum of the activities and facilities of the schools it visits.

One factor essential to progress is a clear understanding of the nature of the computer's musical potential. For example, in one mode of classroom use, the pupil works on a staff on the computer screen, entering and altering a phrase, and hearing it performed on the press of a key. Here, the computer is in use as a performance tool, and whilst it will helpfully aid the pupil in composing, it is not being used as a composing tool.

If the pupil chooses to repeat the phrase to make an ostinato, he or she can add a repeat instruction to "loop" the phrase: use of the computer as a composing tool has begun, giving the pupil independent control over basic material and overall form. The next step could be to add a second phrase, and use it as a sequence with the first. With the phrases labelled A and B, musical forms such as ABA or AABAAB... can be simply and directly investigated. A further step might add transpose instructions to a phrase sequence to build a twelve-bar blues. Since the pupil is working to true musical terms, he or she can take direct control of each compositional element, for example, the "twelve-bar blues" to "twelve-bar blues" form, untidily.

It is possible to use the computer "composing" in a completely different way. Again, the pupil begins with a phrase, but then continues to use the phrase as a template. As the phrase is needed, transpositions become by hand on an ever-growing scale. The phrase is then used as a template for further phrases, and the process continues. When the pupil wants a project (basic material, parts, sections, sequences, recordings, instrument sounds, etc) at the same time so that the user can immediately call-up any one for work. Pupils rarely use more than three tools in a given project, for example, choosing the staff editor to create phrases and the staff editor to order them, or the keyboard to record on "tracks" and the mixing desk to combine them.

Whereas this freedom may initially appear to be a pull towards a finished result, at earlier stages of musical development, a more realistic



Pupils at work in the Bedfordshire Sound Technology bus

tions. Any vestige of the original compositional material is buried beyond recognition.

Three new packages that seem to offer access to the true compositional potential of the computer are Compose (ITMA), Sounds Useful (Medusa) and the Hybrid Music System (Hybrid). The first two are software-only packages using the BBC's Micro's own sound output, and the third includes a high-quality add-on synthesiser module (the Music 3000) and music keyboard.

Andy Pierson's Compose presents building of simple compositions from phrases represented by clear pictograms of everyday objects. A phrase is replayed by selecting its pictogram, or placed in the composition by moving it to the main work-area of the screen. The initial phrases can be replaced, as can the pictograms themselves, but there is no facility for transforming phrases in speed or pitch on playback.

Though prepared to a high standard, the package is firmly restricted to the form of composition it addresses. Sounds Useful is a package of three programs and extensive support materials designed by teachers Michael Miller and Kevin Hamel. Of the BBC Micro's sound quality, they say: "Although we believe it important that teachers and pupils are made aware of the limitations... there is a real danger of ignoring the exciting possibilities it presents for primary school music making." The Synthesizer program is a comprehensive musical sound source offering many useful options in a very accessible form. Ostinato lets the pupil record phrases for continuous replay, and control register, envelope, tempo, chorus and transposition while playing, offering enormous scope for interactive composition.

With Sequencer, a phrase from Ostinato may be repeated and transformed as before, but this time through a simple word-based language having access to many phrases and the power to build and store sequences. The pupil can use sequences in sequences, and call on further words for loudness, pauses, inversions, retrogrades and even progressive changes such as increasing speed. Never before have these advanced facilities been available for classroom use in such an accessible form.

The third package, the Hybrid Music System, is a complete low-cost system already widely used by composers, researchers and home musicians as well as education. It uses the AMPLÉ music language - an open-ended, flexible computer world for musical activities. A variety of "tools" are provided: staff editor (for sequences and arrangements), mixing desk, keyboard recorder, etc. The computer holds all elements of the current project (basic material, parts, sections, sequences, recordings, instrument sounds, etc) at the same time so that the user can immediately call-up any one for work. Pupils rarely use more than three tools in a given project, for example, choosing the staff editor to create phrases and the staff editor to order them, or the keyboard to record on "tracks" and the mixing desk to combine them.

Whereas this freedom may initially appear to be a pull towards a finished result, at earlier stages of musical development, a more realistic

tricted set of options can be invaluable in focusing on particular dimensions of composing and listening. Such a set of options is called a "microworld". The difference between a true-microworld and a plain program of limited scope is that the microworld is an integral part of, and an introduction to its "macro-world" in which the knowledge and skills gained are equally valid and applicable.

An example of an AMPLÉ microworld is Roundabout, the subject of which is composing rounds. The pupil works on a single part, inserting the special instructions "2nd", "3rd", etc above the staff for successive entries. This is a valuable introduction to polyphonic composing on the computer since it only requires access to one part. Trials of this program have shown it to have remarkable motivating power through the pupil's success in initial use. It also encourages invention, such as a delay of a dotted time value.

One new development that could spell danger for music education, and GCSE assessment in particular, is automatic performance transcription. Affordable systems can now convert recorded keyboard parts into staff notation, effectively producing a score of a pupil's "composition" at the touch of a button, with the origin betrayed only by tell-tale artifacts such as small rests between the notes. It is argued that the transcribed score cannot be held as a true representation of the composition, and is no substitute for a pupil's original score created by hand on the computer screen or on paper.

Other questions arise from the use of AMPLÉ music notation for pupil composing. This optional part of the total AMPLÉ language is a set of notation, letters and other symbols that offers an alternative to staff notation. What makes it remarkable is its basis on pure musical theory, taking the beat as the fundamental musical unit, rather than the note/rest. The time values, ties and dots of staff notation disappear, leaving a direct visual display of rhythm: notes and rests lie in a musical space of beat symbols. With more than one part, this becomes two-dimensional, just as the diagrammatic scores of the drum machine and gamelan.

Such simplified notation has been the choice of "folk" music from medieval times up to the present day, from the music classroom to the rock, pop, and jazz arenas. AMPLÉ notation is seen by some as a valuable medium of pupil composing, in the context of the wider ability range catered for by the GCSE. Certainly, the National Criteria and its interpretation by the boards leaves no doubt that non-staff notation is in principle acceptable for composition submissions. It seems likely that GCSE examiners are well aware of these and other musical issues arising from the use of computers, and hopefully precedents set in the first year of examination will serve as valuable guidance to music education in the future.

ITMA, The Shell Centre, University of Nottingham, Nottingham NG7 8BD. Medusa, The Grosvenor College, Newport, Lincoln LN1 3DY. Hybrid, 3, Robert Davies Court, Nuffield Road, Cambridge CB4 1TP.

Chris Jordan is a music technology specialist at whole work includes writing, recording and design.

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EXTRA

There must be an end to classifying the workforce as classroom and instrumental teachers

Come out of the cupboard

HOWARD DOVE

The impartial observer, if such a person exists, will find much to admire in English music education. In many schools there is evidence of good classroom practice, with emphasis on developing imagination and musical creativity, and good instrumental teaching, with skills carefully and properly taught.

However, it will not take long to realize that all this work stems from two quite different traditions. Two traditions that at best co-exist, at worst are in open conflict. Two traditions that, for long periods, run on parallel tracks, but ultimately separate and go their own way.

On the one hand there is the tradition first established by the private schools, with a director of music responsible for organizing and conducting the orchestra and choir, his musical needs served by a small army of part-time specialist instrumental instructors.

On the other hand there is the state system, with music taking its place in the queue, having its time shared with the action, large classes and "music for all".

Clearly instrumental teaching has its roots in the former tradition, and, in spite of many achievements, it still seems to sit uneasily within the mainstream sector. Perhaps it was only a marriage of convenience. Perhaps it was a mistake to believe that instrumental teaching in state schools was a great success story. Successful, yes, but only in its own rather narrow terms. With hindsight it becomes possible to see that the belief may have been promoted carelessly.

There is little point in denying that some instrumental teachers can become blinkered. It is hardly their fault, more the fault of the mould in which they have been cast. Working in medical rooms, caretakers' cupboards and headteachers' studies, getting high on the smell of Dettol, polish and stale sherry, and teaching grade three to reluctant teenagers, it's no wonder their overview has become somewhat restricted. The problem has been compounded by the fact that some employers have required instrumental teachers to do little more than dispense musical instruction and guide pupils through a world of programmed responses. A professional diet occasionally relieved by an obligation to give a full-frontal style recital to a bemused audience of youngsters whose listening skills have hardly begun to develop.

Class teachers' views of instrumental teachers, assuming they realize such people exist, are interesting. They either regard them as a nuisance, the frequent cause of a

disruption to their more important lessons, or an irrelevance in the context of today's curriculum. Of course, they may well like the outcome, the set piece concert. The irritant is the process by which the outcome is made possible.

Pupils rarely have views on instrumental teachers, unless they happen to have lessons from them. However, if they stop to think for a moment, they may be aware of a hidden curriculum at work. Their peers have been selected, by some process or other, for instrumental instruction. Are they the musical ones, while the others are something else? For a majority of children this could well be yet another unwitting introduction to a sense of musical failure and inferiority.

For these reasons, instrumental work is seen by many as an adjunct to mainstream music education, satisfying only a minority interest and essentially elitist. It is a position that makes the instrumental teachers power-base very vulnerable, and some of their work of questionable value in the totality of music education.

The overwhelming need is for a greater sense of unity between classroom and instrumental work. A greater degree of real co-operation on both sides, rather than coexistence, and a genuine integration of teaching resources achieved by management strategies that allow for the professional strengths and enthusiasms of qualified instrumental teachers to develop and broaden within the mainstream, rather than ebb away into backwater. Above all, there must be an end to classifying the workforce as classroom and instrumental teachers. The distinction is divisive and unhelpful.

There may be a strong reaction against such a fundamental change of role. Why should instrumental teachers become more involved, not just with the music curriculum, but with the curriculum as a whole? Because there is a need. At last, musical awareness, understanding and skills are to be encouraged in all children through *doing*. That shift of emphasis is to be sanctified by the GCSE. But if the examination, in whatever form it finally takes, is to be truly summative, the culmination of 11 years' work, not two as at present, there is a clear obligation upon teacher trainers and local authorities to ensure that instrumental teachers are equipped with the skills and sensitivities to enable them to give proper support to

their classroom colleagues, particularly at the primary phase, by ensuring that composing, performing and listening are on offer to all children at every stage.

While most secondary schools have at least one specialist musician on the staff who could effect this change, many smaller primary schools do not. In any case the majority of class teachers in primary schools are generalists in the best sense, having responsibility for the education of the whole class, and that can be music. They may need, and need to be left to rely on the professional structure that allows them to develop their musical skills in an active support and encouragement. This will mean instrumental teachers spending time in the classroom, working alongside class teachers. Perhaps as much as a quarter of their contact time should eventually be used in this way.

Teaching will be called for. One that relies as much on encouraging the so-called creative approach as the re-creative one; on placing conceptual understanding well before skill-learning; on developing imaginative responses as well as encouraging purely imitative ones; on helping to ensure that pupils with instrumental skills do not just perform in an after-school world of bands and orchestras, but back into the classroom to play with their peers not just to their peers. Class teachers should be encouraged to use ensemble groupings using a mixture of classroom and orchestral instruments.

The real test will give way to a music workshop, in which large groups of children are given a genuine "hands-on" experience of music making. Such workshops can be broadened to a well-planned and well-prepared integrated arts project taking in all areas of the curriculum—writing, art, drama, movement—individual strengths and enthusiasms of class teachers will be drawn into the mix and the impact on the children will be greater.

It will not be easy, but if instrumental music education is to survive, let alone develop, there must be a greater awareness of new ideas, a greater desire to experiment and a greater flexibility of approach to new teaching strategies. A vital key to this development is to be found in an increasing involvement in the curriculum. The results could be exciting, much so that even the most jaded observer will not fail to be impressed.

Howard Dove is head of the County Music Support Service in Hampshire. The views expressed are not necessarily those of Hampshire I.E.A.

The happy harmonica

NICK BAKER

The small West German town of Trossingen has more harmonica players per head than any other in Europe, for one simple reason. For 130 years, Trossingen has been the harmonica capital of the world. The company of Matthias Hohner has a virtual monopoly, turning out an estimated 11,000 instruments a day, and exporting on a huge international scale. This year, Hohner turned out their one-thousand-millionth mouth organ.

Whether you choose to call this ingenious sandwich of steel, brass and wood, the mouth organ or the harmonica, there's no doubting its popularity. But is it a suitable vehicle for teaching music? The townspeople of Trossingen have a vested interest in answering in the affirmative. But there are some good reasons why the harmonica is as good an introduction to playing music as the recorder.

The main reason is that the harmonica can offer instant musical gratification, even to the youngest learner. There are many reasons why it is so popular. It is easy to play, and allows children to produce a range of sounds, from a simple note rather than a chord.



From that point, older children can choose to have a weekly lesson, or to be taught by a teacher, or to be taught by a parent. The harmonica doesn't require a long hands-on period. In Trossingen, all primary school children are given a grounding in the harmonica, thanks to the efforts of three peripatetic teachers. Hohner produces a special learner harmonica, the Education which is particularly easy to play, and allows children to produce a range of sounds, from a simple note rather than a chord.



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EXTRA

Re-discovering past traditions through contemporary music-making



It is possible to get an insight into the music of the Indian sub-continent by creating new initiatives from past traditions.

Cultural blending

There is little disagreement among most good-thinking teachers and parents about educating children for a more just and harmonious multicultural society. But the practical implementation of multi-cultural and anti-racist policies have been the most frustrating task for teachers. If anti-racism is to have any value at all then it must move from theory to practical application in the classroom.

In music this means not only learning about Theodorakis, Bob Marley and Ray Charles as part of a grand tour of different musical cultures, but also understanding the values of these different musical traditions as they are expressed within their own cultural context. However, neither of these objectives can be fully accomplished without some degree of worthwhile participation. I suspect that this is the most difficult area of all and cannot help but quote a well intentioned but inexperienced music colleague who emerged after the end of a massive conference on multicultural education with large amounts of literature in her hand, saying "I've read all these guidelines and I've been to several one-off teacher workshops. But when, where and how do I begin in the classroom tomorrow?"

Such feelings are not uncommon among music teachers. To begin with, one cannot expect those who are trained in a system which is based on the values of the western music tradition to acquire an instant knowledge of, and taste and sympathy for other musical systems.

The music of the Indian sub-continent (ie Pakistan, Bangla Desh and India) in particular has less in common with western music than African or Afro-Caribbean music. An absence of harmony (as in the western sense),

LEELA FLOYD

unfamiliar melodic progressions, the employment of microtones and the fundamental differences of an oral tradition are no easy matter for a westerner to grapple with on first hearing. These may be the obvious differences but there are deeper issues concerning inbuilt concepts, prejudices and negative attitudes towards unfamiliar music which also contribute to this awkward situation. Yet if we are committed to promoting respect and tolerance between children through widening their musical horizons we need to bring other music into the everyday life of the classroom.

This brings us to the controversial question of whether it is permissible to introduce Indian music into another cultural context (particularly that of the average British classroom). It would have been outrageous to pose this question to my music teacher who taught me over 20 years ago in a South London Grammar school. Thankfully, music and music education has undergone several changes since then and my answer lies in re-discovering past traditions through contemporary music making.

My view is that we cannot pretend to be able to bring Indian music into the classroom in the exact manner and method that it is presented within its own cultural context. For example classical Indian music is built purely on melodic lines and it would do great injustice to expect those who perceive melody within a harmonic structure, to reproduce ragas on the 12 note western scale system, especially if it would be classroom instruments. It would be equally absurd to judge or cultivate an ancient and great oral tradition like

Indian music in the same manner as the music of Bach, Mozart or Dvorak. But what is possible is to get an insight into the music by creating new initiatives from past traditions.

It helps to recognize that previous western composers such as Dukas, Roussel, Holst, Debussy, Scriabin and others have taken from the music and philosophy of other lands. More recently, western composers seeking new stimuli have come under the influence of the more sophisticated and intriguing melodies and rhythms of the Indian sub-continent. Among such musicians are McPhee, Hovhannes, Riley, Biswas, Glass and Mayer who have transcended their own musical background. Even the works of great music educators like Orff, Kodaly and Bartok were inspired by unusual and forgotten sources of music. Both Kodaly and Bartok's interest in folk and gypsy music, with its unfamiliar half tones reminiscent of Asiatic music, introduced new worlds of sound and rhythm patterns into the musical repertoire of schoolchildren.

The musical explorations of today also reflect a new sensibility and awareness which makes it impossible to apply strict rules that may have been relevant in other periods of history. More than ever before, value judgements about music are being questioned and Indian music, like African, South American and Far Eastern music, has become enmeshed in contemporary experimentation and composition. Great exponents of the Indian classical tradition have also embarked on musical journeys that have been unacceptable to conservative, insular minds. The works of certain ethnic-minority musicians in Britain show a distinct trend towards cultural blending and the reshaping of older musical styles.

to you as you could possibly get: it's the Rolls Royce of harmonicas, the Silver Concerto, made almost entirely from silver and currently costing well over £2,000.

Yasuo told me that in schools in Japan virtually every child starts learning the harmonica, and the graduation to the recorder (on which the teacher can actually see whether children are fingering correctly) is a fairly recent development.

On an international level, the harmonica is enjoying something of a revival, although its manifestation in Britain is still very much confined to being a featured instrument on the occasional chart hit and to the work of Britain's two international masters, Larry Adler and Tommy Reilly. Both are likely to be present at the Harmonica World Championships Festival, which is taking place in Jersey in October. It's an event for amateurs and students so neither Adler nor Reilly will be competing. However, Yasuo Watani will be there as a composer and should anyone decide to play a backbeat, the Silver Concerto will be happy to oblige. Yasuo Watani is a Japanese harmonica player who has been playing for over 20 years. He is a member of the Japanese Harmonica Association and has won many international competitions. He is a very talented player and his music is a blend of traditional Japanese harmonica playing and contemporary music. He is a very popular performer and his music is enjoyed by people of all ages.

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Cheshire

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N. J. Fison
Director of Education

ALL POSTS REQUIRED FOR SEPTEMBER 1987 UNLESS OTHERWISE STATED

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The appointment will be for the duration of the maternity leave according to Cheshire County Council's new scheme at present the postholder intends to return to work at the end of June 1988.

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BUCKINGHAMSHIRE

THE HERCULES SCHOOL
High Wycombe, Bucks HP12 3JL
Tel: 0494 55605

Headteacher: Mr. K. Walsh
Required for September 1987 for a teacher of English with P.E. or H.A. or as a second subject. Full or part-time, depending on suitable applicant.

Apply immediately to the Headteacher, at the school giving full c.v. and the names and addresses of two referees, one of whom should be your present or immediate post employer.

An equal opportunity employer. (111141) 135088

Application forms and further details may be obtained by telephoning the school on 0454 814292. Completed forms should be returned to Mrs R. R. Flack, Headteacher, at the school, by 15th July.

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Independent Schools

Headships

OXFORDSHIRE
ST. JOSEPH'S HALL,
Private Tutorial College
Established in 1901, this small
tutorial college with a good
reputation, is seeking a Principal
able to lead both the academic
and the administrative develop-
ment of the college, and to
help in its expansion.
Please reply with cv to The
Secretary, St. Joseph's Hall,
Junction, Road, Oxford OX4
2UJ. (111577) 180018

Deputy Headships

Second Masters/
Mistresses

ESSEX
PRINCE'S SCHOOL
Salmon Walden, Essex
Conducting a boarding school
for boys, 13-18, all-ability.
Principal (Quaker) 560 pupils,
in sixth form.
Overseas and local boys.
Further details may be
obtained from the Head-
master, The Prince's School,
Salmon Walden, Essex.
Applications: August 1987.
141161 180018

WEST SUSSEX
SEAPOUR COLLEGE
Felworth, Sussex GU8 0NG
Independent day school for
boys, 13-18, all-ability.
Required for January 1988 or
later.
Applications are invited for
the post of Deputy Head who
will be responsible for the
school's day-to-day running
and will be involved in all
matters of school policy.
Further details may be
obtained from the Head-
master, Seapour College,
Felworth, Sussex GU8 0NG.
For application August 1987.
187.111067 180018

Remedial and Special

Needs Teaching Posts

Other Assistants

LONDON NW11
MENORA GRAMMAR
SCHOOL FOR BOYS
Overbury Gardens, London
NW11 8QJ
Requires from January 1988, a
teacher of Special Needs able
to work effectively in class
groups, withdrawn and sub-
stantially above level. Must
have learning difficulties and
apply in writing with C.V.
and two referees. 181054
(186751)

By Subject Classification

Art and Design

Other Assistants

DERBYSHIRE
READING OLIVE COAT
SCHOOL
Barnsley, Derbyshire G4 0ST
Independent day and
boarding 11-18
Art Teacher required in
September for Autumn
Term only. Would suit re-
cently qualified or experi-
enced teacher.
Write or telephone
Headmaster, 180018
181224

LONDON W10
SPANISH BILINGUAL
SCHOOL
317 Portobello Road, London
W10 6PP
Tel: 01-266 3864
Requires for September '87, a
qualified teacher to take
charge of the teaching of paint-
ing and drawing throughout
the school. An interest in print
making and textiles would be
desirable.
Send cv and phone for de-
tails. (186651) 181224

OXFORDSHIRE
SILFORD SCHOOL
Please see main ad. under in-
dependent schools. Further
details: (186671) 181224

Cleeve

Other Assistants

LONDON EC4

CITY OF LONDON SCHOOL

BMC 800 day boys 10-18

A temporary teacher of
LATIN is required for a
term from January 1988 to
teach the subject at all
levels, including some A
level work. Either two
girls or full time male sub-
stitute will be arranged.

Salary substantially
above Baker. The school
moved in summer of last
year to magnificent newly-
built and newly-equipped
premises on a riverside site
in the City.

Applications, accompa-
nied by a full curriculum
vite and the names, ad-
dresses, and telephone
numbers of two referees,
should be sent to the Head-
master, City of London
School, Queen Victoria
Street, London EC4V 3AL
(01-480 0851), from whom
further details may be
obtained. (185741) 181654

Art Teacher required in
September for Autumn
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Heads of Department

LONDON SW18

ST. PAUL'S SCHOOL

Lonsdale Road, SW13 3JT

Tel: 01-748 8162

HEAD OF COMPUTING

It is intended to appoint a
Head of Computing from
September 1987 or Janu-
ary 1988.

St. Paul's salary scale.
If necessary, help with
accommodation is avail-
able.

For children of estab-
lished members of staff,
lines education is available
at St. Paul's School, Col-
lege, or St. Paul's Girls'
School.

Applications giving full
details of qualifications
and the names of two re-
ferees should be sent as
soon as possible to the
Headmaster, (186453) 180018

Reddiford is an independent Church of England co-ed preparatory
school for 135 pupils ages 4-12, accredited by the Independent
Schools Joint Council. Candidates should be communicant
members of the Church of England, suitably qualified and have
leadership experience—some teaching is involved and specialist
subjects should be stated.

Applications in writing, together with cv and 3 referees,
should be sent to:
Chairman of the Governors, 74 Cecil Park, Pinner,
Middlesex, HA5 5HH. Closing date 31st July 1987.

Further particulars may be obtained from J. Nigel
Nelson, Chairman, Bootham School, c/o 3 High Peter
gate, York YO1 2EN.

Reddiford School
FOUNDED 1913

APPOINTMENT
OF HEAD

The Governors invite applications for this post which becomes
vacant from January 1988 due to the appointment of the present
Head to Edinburgh Academy Preparatory School.

Reddiford is an independent Church of England co-ed preparatory
school for 135 pupils ages 4-12, accredited by the Independent
Schools Joint Council. Candidates should be communicant
members of the Church of England, suitably qualified and have
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Nelson, Chairman, Bootham School, c/o 3 High Peter
gate, York YO1 2EN.

Reddiford School
FOUNDED 1913

APPOINTMENT
OF HEAD

SUSSEX
ARDINOLY COLLEGE
RDV 460, Blith Farm 180
RDV 460, Blith Farm 180
Required for September 1987
a well-qualified teacher to
take charge of a well-
established boarding school
for boys, 13-18, all-ability.
The school is situated in a
beautiful area of the Sussex
downlands, and has a long
history of excellence. The
school is seeking a well-
qualified teacher to take
charge of the school's day-
to-day running and will be
involved in all matters of
school policy. Further details
may be obtained from the
Headmaster, Ardinoly Col-
lege, Blith Farm, Sussex.
1112461 180024

Craft, Design &

Technology

Other Assistants

DERBYSHIRE
READING OLIVE COAT
SCHOOL
Barnsley, Derbyshire G4 0ST
Independent day and
boarding 11-18
Art Teacher required in
September for Autumn
Term only. Would suit re-
cently qualified or experi-
enced teacher.
Write or telephone
Headmaster, 180018
181224

Applications, accompa-
nied by a full curriculum
vite and the names, ad-
dresses, and telephone
numbers of two referees,
should be sent to the Head-
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School, Queen Victoria
Street, London EC4V 3AL
(01-480 0851), from whom
further details may be
obtained. (185741) 181654

Art Teacher required in
September for Autumn
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SPANISH BILINGUAL
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Send cv and phone for de-
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Send cv and phone for de-
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Other Assistants

BERKSHIRE
PARSONS COLLEGE
HMC Boys Boarding and Day
School, Reading RG1 1AA
Required for January 1988 a
well-qualified teacher to
take charge of a well-
established boarding school
for boys, 13-18, all-ability.
The school is situated in a
beautiful area of the Berks-
hire downlands, and has a
long history of excellence.
The school is seeking a well-
qualified teacher to take
charge of the school's day-
to-day running and will be
involved in all matters of
school policy. Further details
may be obtained from the
Headmaster, Parsons Col-
lege, Reading.
168741 182484

GURNEY
ST. GEORGE'S COLLEGE
Weybridge, Surrey TW20 2EX
Independent day school for
boys, 13-18, all-ability.
The school is situated in a
beautiful area of the Surrey
downlands, and has a long
history of excellence. The
school is seeking a well-
qualified teacher to take
charge of the school's day-
to-day running and will be
involved in all matters of
school policy. Further details
may be obtained from the
Headmaster, St. George's Col-
lege, Weybridge.
1112461 180024

BUCKINGHAMSHIRE
OAKDEN SCHOOL
480 girls 18 years
Required for September 1987,
a well-qualified teacher to
take charge of a well-
established boarding school
for girls, 13-18, all-ability.
The school is situated in a
beautiful area of the Buck-
inghamshire downlands, and
has a long history of excel-
lence. The school is seeking
a well-qualified teacher to
take charge of the school's
day-to-day running and will
be involved in all matters of
school policy. Further details
may be obtained from the
Headmaster, Oakden School,
Buckinghamshire.
111108 184624

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111108 184624

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WILLESSEN COLLEGE OF TECHNOLOGY

Acting Principal: P E Fussell, BSc(Eng), CEng, MICE, FIMechE, FIWES

DEPARTMENT OF SCIENCE

Lecturer II in Mathematics

Applications are invited for the above post from 1st September 1987 or as soon as possible thereafter.

The successful candidate will be required to teach Mathematics at varying levels from basic numeracy to 'A' Level, including GCSE and BTEC courses.

A knowledge of, and willingness to teach Statistics would be an advantage.

The person appointed will have to assist the Senior Lecturer in charge of the Mathematics section in setting up and maintaining the organization of a Maths Laboratory.

The successful candidate will also be responsible to the Head of Section for the coordination of teaching schedules within the Mathematics Section, to assist as required by the Head of Department in other appropriate organizational tasks.

Applicants must hold a degree or an equivalent qualification in Mathematics and a teaching qualification is desirable.

Salary Scale: L11: £9,705 - £14,766 p.a. including London Allowance.

Brent is fundamentally committed to multi-cultural education.

Brent is an Equal Opportunity Employer. Applications are welcome from candidates irrespective of race, nationality, ethnic or national origin, age, marital status or gender and from lesbians and gay men and disabled persons. Job Share welcome.

Application forms (SAE) and further details of the post can be obtained from the Chief Administrative Officer, Willesden College of Technology, Denzil Road, London NW10 2XD (Tel: 01 461 3411). Returnable within 14 days.

(02888)

London Borough of
BRENT

COLLEGES OF FURTHER & TERTIARY EDUCATION

continued

GRAMPIAN REGIONAL COUNCIL

BANFF AND BUCHAN COLLEGES OF FURTHER EDUCATION

Fraserburgh

SENIOR LECTURER III - SPECIAL NEEDS CO-ORDINATOR

Applicants must have appropriate industrial and commercial experience and a working knowledge of further education education, including the SCOTVEC Modular System, Counselling and other skills relating to Adult and Youth Training. Salary scale £14,453 - £16,056 (under review).

SENIOR LECTURER I - BUILDING SUBJECTS

Applicants must have appropriate qualifications and experience. Post covers mainly Carpentry and joinery, with experience in the design of building work, an advantage. Salary scale £9,867 - £13,358 (under review).

ASSOCIATE TECHNICAL COLLEGE

LECTURERS IN CARING STUDIES

Applicants should hold a degree or equivalent qualification with appropriate experience in order to make a professional contribution to Nursing, Health Studies, Social and Community Care modular programmes.

Post involves tutoring students preparing for entry to nursing training, teaching experience would be desirable. Salary scale £13,058 - £15,398 (under review).

Application forms and further details from Education Officer, Aberdeen City, Woodhill House, Aberdeen AB9 8LU with whom applications (2 copies) should be lodged by July 30, 1987.

ACTON COLLEGE

Lecturer I Mathematics/Statistics (1 Year Temporary Post)

A vacancy exists for a member of staff to teach mathematics and statistics up to A-level from September 1987. This post would suit a newly qualified teacher.

Temporary Lecturer I Four posts (for one year) in Catering/Accommodation Studies

We are looking for staff to teach on our new courses run in conjunction with the HCTB (subject to final approval). We are aiming to prepare students for work in the following areas:

Food Craft	(CGLI 700/1)
Service Craft	(CGLI 700/3 or CGLI 700/4)
Bar Craft	(CGLI 700/5)
Guest Craft	(CGLI 700/2)

Recent industrial experience, some previous involvement in training, flexibility and enthusiasm are requirements for these posts.

Apply for further details and an application form to the Chief Administrative Officer, Acton College, Mill Hill Road, Acton, London W3 8UX. Telephone 01 883 2344 ext 2638. Closing date July 22nd 1987.

Acting council welcomes applications regardless of sex, race, ethnic origin, sexual orientation, disability or responsibility to dependants.

Readvertisement Lecturer Grade 1 in Computing

Applications are invited for 1 September 1987, or as soon as possible thereafter, to teach Computing, Information Processing, Programming and Small Business Systems. Industrial/Commercial experience is highly desirable as is a knowledge of COBOL programming.

Consideration will be given to a job sharing scheme involving two Associate Lecturers.

Application forms and further details obtainable from the Principal's Secretary. Closing date 17th July 1987.

EAST HERTS COLLEGE
TURNFORD, BROXBORNE
Tel. Hoddesdon 466451

Colleges of Further and Tertiary Education

continued

ilea Working in Education

Closing date for all posts is 17th July 1987, unless otherwise stated.

All full-time posts are available for job share unless indicated otherwise.

Lecturers

JOB SHARING. All posts are available for job share. Applications for job share posts should be submitted on a paired basis. Regulations of potential job share partners should be submitted to the Principal's Secretary, 25 Paddington Green, W2, London W2 2PB. Tel: 01-723 8828.

LECTURER I

Communication Skills

Lecturer required who can also offer some expertise in Information Technology and/or Media Studies. Applicants should have some experience of working on a range of BTEC courses, training and development. Salary scale £13,278 - £14,671. Further details to 25 Paddington Green, W2, London W2 2PB. Tel: 01-723 8828.

LECTURER II

Theatre and Studio Sound Systems

To teach recording and editing techniques and applications and maintenance of Sound Equipment in either a theatre or studio. This post would suit a sound engineer/technician with an interest in working with young people in a theatre or studio. Salary scale £13,278 - £14,671. Further details to 25 Paddington Green, W2, London W2 2PB. Tel: 01-723 8828.

LECTURER I

Physics

Applications are invited from graduates in Physics, able to teach at A-level and who have a special interest in the teaching of Science and Basic Electronics on pre-vocational courses.

LECTURER I

Electrical and Electronic Engineering

To teach Electronics and Electrical Principles on BTEC, ONC, OND and HNC courses. Applicants should have relevant experience together with a degree or HNC in electronics and membership of IEE, EIE, IERE or SERT. Ref: E/87/40.

LECTURER II

English as a Foreign and Second Language

To teach and take a major administrative role in the ESFL Division of the department which offers a range of EFL and ESL courses (16-19 and adult). Ref: CLS189.

LECTURER I

Micro-Electronics and Computing

To teach electronics, digital technology and computing on BTEC First Award and ONC courses. Applicants should have relevant experience together with a degree or HNC in electronics and membership of IEE, EIE, IERE or SERT. Ref: E/87/40.

LECTURER I

Special Educational Needs

To teach primarily on courses for students with severe learning difficulties and to take responsibility for aspects of the area of work. Ref: CLS189.

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PADDINGTON COLLEGE

Department of Business Studies
Salford Crescent, W9 3HW.
Tel: 01-723 8828.

Part-time Teaching Staff

Required for September 1987. Contracts up to a maximum of 12 hours a week may be offered at standard IEA teaching rates for lecturing on Business Studies courses. Subject areas required include Typing, Word Processing, Clerical and Office Practice, Finance, Economics, Information Technology and Computing. The Department runs pre-vocational to management level courses and there will be opportunity to work at different levels in an environment supportive to part-time lecturers.

Applicants should apply to Mrs C. Bland, Departmental Assistant at the above address.

Department of Communication and Life Skills

Beethoven Street, W10.
Tel: 01-723 8828 ext. 2251.

LECTURER I

Motor Vehicle Parts

The successful candidate, who must be qualified to professional standards in motor vehicle parts work and have recent experience in either the retail motor trade, fleet or PSV operations, will be required to teach students studying for Parts Personnel examinations and make a contribution towards motor vehicle craft and pre-vocational courses. A working knowledge of modern Parts Department operation is necessary. Ref: R/87/24.

LECTURER I

Motor Vehicle Work

The successful candidate, who must be qualified to professional standards in motor vehicle work and have recent experience in either the retail motor trade, fleet or PSV operations, will be required to teach students studying for CGLI Craft, Technician and/or Parts Personnel examinations. Parts and/or pre-vocational courses. A working knowledge of modern developments on vehicles is necessary. Ref: R/87/26.

LECTURER II

English as a Foreign and Second Language

To teach and take a major administrative role in the ESFL Division of the department which offers a range of EFL and ESL courses (16-19 and adult). Ref: CLS189.

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English as a Foreign and Second Language

To teach

RICHMOND BOROUGH OF RICHMOND UPON THAMES

an equal opportunity employer

RICHMOND UPON THAMES COLLEGE
School of Arts

LECTURER II/SENIOR LECTURER IN GRAPHIC DESIGN

(Re-advertisement)
Salary up to £17,500 (this represents the offer made in NJC and is subject to negotiation) plus £795 Outer London Allowance.

Required from 1st September 1987 or as soon as possible thereafter. Candidates for this post should be well qualified and practising designers.

This post will be within the Graphics Section and the successful candidate will be expected to make a significant contribution to the development of the course curriculum for the BTEC HND course in Graphic Design. The ability to teach typography and computer typesetting would be a strong advantage. Candidates must be willing to take charge of a year group within the HND.

Candidates called for interview will be expected to present a high quality portfolio of their work which will in part assess their competence as a teacher for this post.

Forms and further details (foolscap s.a.s. please) returnable by 17th July 1987 from: Administrative Assistant, Richmond upon Thames College, Egerton Road, Twickenham TW2 7J.

(14849)

KILBURN POLYTECHNIC

Prory Park Road NW6 7J

Lecturer I in Office Skills

Required from 1st September 1987 or as soon after as possible to teach at least three of the following office skills: Typewriting, Audio Typewriting, Telex, Office Practice, Word Processing and Computing to Secretarial and BTEC Business Studies Students. Candidates must demonstrate an understanding of and commitment to the Polytechnic's anti-racist and gender equality policies.

Salary: £8443 - £11865 plus London Allowance of £1110.

Brent is an equal opportunities employer. Applications are welcome from candidates, irrespective of race, nationality, ethnic or national origins, age, marital status, gender, and from lesbians, gay men and disabled persons.

Brent is fully committed to Multi-Cultural Education.

Further particulars and an application form, returnable within 14 days of this advertisement may be obtained from the Principal on receipt of a S.A.E.

(02888)

London Borough of
BRENT

SURREY EDUCATION COMMITTEE

Brooklands Technical College,
Heath Road, Weybridge, Surrey

Department of Catering Bakery and Dental Studies

Lecturer I/II - Food Science and Technology

To teach Food Science, Hygiene and Nutrition, Food Technology, and allied areas of study for Catering and Bakery students on Diploma and C&G Craft Courses.

Appropriate experience and qualifications including Higher National Diploma of Degree required.

Salary Scales (under review):
Lecturer I: £8,843-£11,865 per annum
Lecturer II: £8,595-£13,656 per annum

plus £395 per annum London Fringe Area Allowance. Commencing salary dependent upon qualifications and experience.

Generous relocation expenses in approved cases.

Further details and application form from the Principal to be returned by MONDAY 13th JULY 1987.

COLLEGE OF FURTHER & HIGHER EDUCATION

continued

HAMPSHIRE

BASINGSTOKE TECHNICAL COLLEGE

LECTURER IN NURSING

Temporary full-time Lecturer in Child Education to teach National Nursing Examination Board Certificate and Diploma in Caring Skills (Nursery Nursing).

Applicants should have an appropriate qualification in Nursery Education or equivalent together with some experience.

Salary scale: £8,843 - £13,656.

We pursue a policy of equality of opportunity. Applications from people with disabilities are particularly welcome.

Application forms and details are available from the Registrar, Wokingham Road, Basingstoke, RG2 1TN. Tel. No. Basingstoke 84111.

Forms must be returned within 14 days of the appearance of this advert. 830023 (15877)

HERTFORDSHIRE

CASBIO COLLEGE

LECTURER IN AUTOMOTIVE STUDIES

Required from September 1st, 1987.

A full-time Lecturer in Home Economics to teach the following courses: Home Economics, Food, Textiles, and Sewing.

Applicants should have a minimum of 5 years' experience in the above subjects and a relevant qualification.

Salary: £8,843 - £13,656 plus £395 London Fringe Area Allowance.

Further details and application forms are available from the Principal, Casbio College, 100, High Street, Hemel Hempstead, Herts. SG9 6AA. Tel. 0464 551111.

Forms must be returned by 17th July 1987. 830023 (140748)

HEREFORDSHIRE

AND WORCESTER COUNTY COUNCIL

TECHNICAL COLLEGE

DEPARTMENT OF BUSINESS AND GENERAL EDUCATION

LECTURER IN BUSINESS STUDIES/FINANCE

This post offers an excellent opportunity to join a team of staff concerned with the development of the Business Studies and Finance courses.

Applicants should have a minimum of 5 years' experience in the above subjects and a relevant qualification.

Salary: £8,843 - £13,656 plus £395 London Fringe Area Allowance.

Further details and application forms are available from the Principal, Herefordshire Technical College, Hereford, Herefordshire. Tel. 01432 35711.

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HAMPSHIRE

CRICKLAKE COLLEGE

LECTURER IN SECRETARIAL SKILLS

Required from September 1987.

The successful candidate will be responsible for the teaching of Secretarial Skills to students on the Certificate and Diploma courses.

Applicants should have a minimum of 5 years' experience in the above subjects and a relevant qualification.

Salary: £8,843 - £13,656 plus £395 London Fringe Area Allowance.

Further details and application forms are available from the Principal, Cricklake College, 100, High Street, Hemel Hempstead, Herts. SG9 6AA. Tel. 0464 551111.

Forms must be returned by 17th July 1987. 830023 (15877)

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Required from September 1st, 1987.

A full-time Lecturer in Home Economics to teach the following courses: Home Economics, Food, Textiles, and Sewing.

Applicants should have a minimum of 5 years' experience in the above subjects and a relevant qualification.

Salary: £8,843 - £13,656 plus £395 London Fringe Area Allowance.

Further details and application forms are available from the Principal, Casbio College, 100, High Street, Hemel Hempstead, Herts. SG9 6AA. Tel. 0464 551111.

Forms must be returned by 17th July 1987. 830023 (140748)

HEREFORDSHIRE

AND WORCESTER COUNTY COUNCIL

TECHNICAL COLLEGE

DEPARTMENT OF BUSINESS AND GENERAL EDUCATION

LECTURER IN BUSINESS STUDIES/FINANCE

This post offers an excellent opportunity to join a team of staff concerned with the development of the Business Studies and Finance courses.

Applicants should have a minimum of 5 years' experience in the above subjects and a relevant qualification.

Salary: £8,843 - £13,656 plus £395 London Fringe Area Allowance.

Further details and application forms are available from the Principal, Herefordshire Technical College, Hereford, Herefordshire. Tel. 01432 35711.

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LEICESTERSHIRE

COUNTY COUNCIL

COALVILLE TECHNICAL COLLEGE

LECTURER IN SECRETARIAL SKILLS

Required from September 1987.

The successful candidate will be responsible for the teaching of Secretarial Skills to students on the Certificate and Diploma courses.

Applicants should have a minimum of 5 years' experience in the above subjects and a relevant qualification.

Salary: £8,843 - £13,656 plus £395 London Fringe Area Allowance.

Further details and application forms are available from the Principal, Coalville Technical College, 100, High Street, Hemel Hempstead, Herts. SG9 6AA. Tel. 0464 551111.

Forms must be returned by 17th July 1987. 830023 (15877)

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RICHMOND UPON THAMES

COUNTY COUNCIL

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ROYAL COUNTY OF BERKSHIRE AND WOOLLEY TOWN COUNCIL

Neighbourhood Youth and Community Worker

£9,507-£10,629

Required for the Woolley area, and based at Sulmaraha Youth and Community Centre, to continue development of neighbourhood work. The person appointed will be expected to encourage and establish the development of a range of informal and community based educational and recreational activities, aimed mainly at young people, but also seeking to involve co-operation and participation of the local community. Applicants should have initiative, drive and organisational ability and be able to work alone with regular and energetic support. Applicants must be qualified youth and community workers or teachers with youth work experience.

Comprehensive In-Service training and personal supervision. Removal expenses in approved cases. For informal discussion, telephone Peter Jones, District Youth and Community Officer on Wokingham 785213.

BERKSHIRE COUNTY COUNCIL, BRACKNELL DISTRICT COUNCIL AND BRACKNELL TOWN COUNCIL

Neighbourhood Youth and Community Worker

£9,363-£10,431

This post is the result of an initiative of the local Crime Reduction Panel in co-operation with the Berkshire County Council, Bracknell District Council and Bracknell Town Council. The Worker's role would be primarily "Outreach Work" with young people in specified areas of Bracknell with the objective of reducing the possibilities for juvenile offences. He/she will be expected to develop work both with "street corner" situations and "building based groups". Applicants should have initiative and drive and be able to work alone, and should be qualified Youth and Community Workers or teachers with youth work experience.

Comprehensive In-Service training and personal supervision. Removal expenses in approved cases. For informal discussion telephone Malcolm Penny, District Youth and Community Officer on Bracknell 53539.

Application forms and job specifications for above two posts from Director of Education (YCS), Education Department, Shire Hall, Sharnfield Park, Reading RG2 9XE. (SAE please).

Closing date 20th July for both posts.

An Equal Opportunity Employer

Royal County of Berkshire

Senior Youth and Community Worker

£11,229 - £12,579

Youth and Community Worker

£9,816 - £10,938

Suitably qualified and experienced youth and community workers or teachers are required for these two posts serving together the Ashstead and Leatherhead Centres.

Both Centres are situated adjacent to recreation grounds and close to local Secondary schools. Programmes of Personal and Social Education are in operation, with renewed emphasis being given to work with girls. The work is supported at both centres by a team of youth workers (part-time) along with active management committees.

The senior post requires proven management skills, whilst the other post may provide an opportunity for a recently qualified candidate or teacher making a career change. Surrey operates an INSTEP endorsed staff development policy which provides all staff with support and supervision. The County Council has a generous relocation assistance scheme, and temporary housing may be available.

Application forms and further details from Mr. David Pike, Youth & Community Officer, South East Area Youth & Community Office, Inter-City House, 1-7 Warren Road, Reigate, Surrey RH2 0BE. Telephone Reigate (07372) 44345. Closing date 17th July 1987.



Youth and Community Service

CAMBRIDGESHIRE

IEQUAL OPPORTUNITY EMPLOYER

Required as soon as possible. Community Education in Cambridgeshire encourages individuals to develop, enhance and share skills. If you could help young people and adults to take advantage of these opportunities you are invited to apply for the following posts:-

1. EAST PETERSBOROUGH

A person suitably qualified to work with young people in developing appropriate Community Education provision in a growing and changing part of the city.

A person suitably qualified to work with young people in developing appropriate Community Education provision in a rural context, serving a number of Fenland villages.

3. PETERSBOROUGH CITY MINORITY ETHNIC WORKER (SECTION II)

A person suitably qualified to work with young people and adults of minority ethnic communities, developing appropriate Community Education provision. This is a full time position, however the Authority is prepared to consider job share.

All these posts are offered on Burnham Lecturer 1 Scale.

Further details and an application form available from the Senior Education Officer, Education Office, Southill Close, City Road, Peterborough PE1 1JU to be received by 24th July 1987. (40775) 440000

LEICESTERSHIRE COUNTY COUNCIL

An Equal Opportunity Employer

NEW PARKS COMMUNITY COLLEGE, ALEXANDER ROAD, NEW PARKS, LEICESTER LE8 8RJ

Tel: Leicester 578841

COMMUNITY TUTOR (BURNHAM LECTURER II)

A suitably qualified person is required for the above post.

The area of work will be mainly concerned with the management of the Community Building and the promotion of community based activities. The person appointed will also need to have an understanding of the other aspects of the Project's work (Formal Adult Education and Youth Provision).

Further details and application forms are available from Mr. W. S. Burton at the above address. Applicants should be aware that there may be some delay in their application being received and application forms will be available from 1st August 1987. Closing date for applications 7th August 1987. (38781) 440000

WEST GLAMORGAN

Community Teacher please see displayed advertisement on Page 63.

DERBYSHIRE COUNTY COUNCIL

Please see our display advertisement under Secondary posts. 1115571 440000

LINCOLNSHIRE

AREA YOUTH WORKER

Boston (North)

JNC SALARY RANGES

Experienced Youth Workers are invited to apply for the above mentioned post, based at Boston Youth Centre, Witham Place, Boston.

Outlets will involve professional support to voluntary youth groups in the area as well as the management of the Boston Youth Centre. The person appointed will join a growing and changing part of the city.

JNC Conditions and salary range 2 points 1-8 currently £5,444 - £11,044. Removal and relocation expenses will be paid in approved circumstances.

Application forms and further details may be obtained from the Director of Education (FE/WE), Education Office, Experiment, County Office, Newland, Lincoln LN1 1YQ. Closing date 14th July 1987. (38791) 440000

SHROPSHIRE COUNTY COUNCIL

YOUTH SERVICE MUSIC PROJECT

Applications invited from qualified youth workers to develop a music workshop with young people as a tool of social education.

The present post holder has been granted a year's secondment; the post is therefore available from 1st October 1987. 30th September, 1988.

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SHROPSHIRE COUNTY COUNCIL

YOUTH SERVICE MUSIC PROJECT

Overseas Posts continued

Experience a different world in Botswana

SECONDARY TEACHERS-VARIOUS SUBJECTS

An opportunity to teach in Botswana... the chance to contribute to a fast-developing culture and gain the experience of a life time.

Botswana is an African country with a great deal to offer, fully committed to the rapid expansion of its secondary school system. The people are exceptionally friendly and welcoming, and parents value very highly their children's education.

Starting in January 1988, there are opportunities for teachers in schools, in towns and villages throughout the country. The age range in the schools is approximately 12-18, and teachers are needed in a wide range of subjects. Contracts which are initially for 2 years may be extended by mutual agreement and there are good opportunities for promotion. Secondment is available from certain education authorities.

All applicants must be qualified teachers with BA/BSc and PGCE or BEd, and should have UK or Irish citizenship and a British or Irish educational

background. Main subjects required are English, Mathematics, Physics, Biology, Chemistry, Agricultural Science, Home Economics, Craft Design and Technology. Subsidiary subjects include Art, Music and Social Studies.

With a hot, dry climate, wide open spaces, game parks and the fascinating wild-life of the Okavango Delta, Botswana offers exciting opportunities for leisure activities. Easy access to other African countries and generous annual holidays mean there are extensive travel possibilities.

Starting salary - in line with the local cost of living - is from around R9,000 to R16,900 depending on qualifications and experience (£1-R2.76 approximately). A tax-free gratuity equal to 25% of your total salary will be paid at the end of your contract.

Other benefits include subsidised accommodation normally in simple

modern bungalows, possible car purchase loan scheme, medical insurance, installation grant and a residential briefing course before departure.

If you would like to know more about these exciting opportunities, please write or phone for full details and an application form.

Closing date for applications is 31 July 1987. To apply please write quoting Ref 87 A 38-93 to the Teachers for Botswana Recruitment Scheme, Overseas Educational Appointments Department, The British Council, 65 Davies Street, London W1V 2AA, or telephone 01-499 8011 extension 3043.



English & Science Tutors Primary Teacher Training Colleges Kenya

The Overseas Development Administration has been asked by the Government of Kenya to recruit two Science Tutors for Mombasa and Thogoto Colleges and two English Tutors for Egrot and Mombasa Colleges, which are in rural areas.

You will teach your relevant subject to students; assist in curriculum material development and evaluation; develop resource material for use in primary schools; conduct workshops/seminars for primary school teachers in methodology and the use of resource materials; and participate in in-service courses.

Successful applicants will be British citizens aged 30-50 who are professionally trained graduates in the required subjects with at least five years post qualification experience, two of which should have been in teacher training.

The appointment is on contract to the Government of Kenya for a period of two years. Local salary is in the range Kenya Sh2,800-3,200 p.a. plus a tax free supplement payable by ODA, in the range £2,240 to £3,196 p.a. A terminal gratuity of 85% of local salary is also payable. Other benefits normally include free passages, children's education allowances and subsidised accommodation. Exchange rate as at May 1987 - £100 stg. = 2775 Kenya Shillings (30 Kenya Shillings = £1).

For an application form, please write, quoting ref. AH357/MMC/TEG, stating post concerned, to: Appointments Office, Overseas Development Administration, Room 361, Abchurch Lane, London EC4N 3DF, or telephone 020 7411 999, extension 362.



MINISTRY OF DEFENCE SERVICE CHILDREN'S EDUCATION AUTHORITY British Forces Germany Youth Service

Youth Worker Appointment JNC Scale 3 Points 4-8

- The Ministry of Defence invites applications from full-time professionally qualified and experienced Youth and Community Workers for a number of posts which will shortly become vacant in Germany.
- The British Forces Germany Youth Service provides for the social, educational and leisure needs of the children of military and attached civilian personnel serving with the British Army in Germany. The successful candidates will form part of a team of 50 full-time Youth Service staff covering Northern Germany, and will work in area teams and will have responsibility for their own youth centres. There is a full-time Training and Staff Development Officer and the Service is committed to a comprehensive programme of Staff Development conforming to INSTEP guidelines. A knowledge of German is desirable but not essential. Ability to drive is essential.
- The vacancies will occur at Dortmund (immediate), Herford (August) and Detmold (December).
- SALARY will be in accordance with JNC range 3, Points 4-8, £9,846-£11,046 (under review) plus London Allowance of £1,215. FOREIGN SERVICE ALLOWANCE: A tax free allowance is payable. SUPERANNUATION: The post is superannuated under the Teachers' Superannuation Scheme. ACCOMMODATION will be provided rent-free. DURATION OF ENGAGEMENT: Initially for 3 years, renewable by mutual consent.

The Civil Service is an equal opportunity employer. Requests for an application form and further details should be made to: CM(S)1d3, Room 505, St Christopher's House, Southwark Street, LONDON SE1 1ET or by telephone 01-921 2074.

The closing date for completed application forms is 24 July 1987.

Intending applicants are invited to contact the Chief Youth Service Officer, Mr David Scott, for informal discussions (Tel 01049-2161-473176). NOTE: This is a German phone number.



OVERSEAS POSTS continued

BERMUDA
The Bermuda Foundation of Education is seeking a qualified teacher to join its team of teachers in the island of Bermuda. The successful candidate will be responsible for the education of children aged 5 to 14. The salary is £18,000 per annum plus a housing allowance of £1,000 per annum. The post is for 2 years, renewable by mutual consent. Applications should be sent to: The Bermuda Foundation of Education, P.O. Box 21, St. John's, Bermuda. Tel: 01-221 1000. 460000

FRANCE
Two-week TEFL programme with rapid English in Rouen, Normandy. Dates: 7-18 September 1987. Tuition £60. Possibility of teaching in Normandy and Paris for qualified teachers. Contact: David English, 8 P.F. 75, 27400 Louviers, France. Tel: 02 40 92 55. 460000

FRANCE
Nancy School of English requires native speaker EFL teachers for October 1987. Initial contract until July 1988. Salary: £5,600 + £800 F.R. per month. 16 months of contract bonus. Applicants must have degree and postgraduate TEFL qualification. Apply directly with photo to: The British Council, 65 Davies Street, London W1V 2AA. Tel: 01-499 8011 extension 3043. 460000

GERMANY
Teacher with degree in English required from July/August. Basic German an advantage. Salary: 29,500 (1986) Aachen. (1987) 460000

GREECE
EFL teachers for Greece. English Language Centre, Vasilika, 15100 Athens. Tel: 01-221 1000. 460000

ITALY
The British Schools Group in collaboration with English teachers for positions in all parts of Italy, to start Sept. 87. Minimum requirements: 1. A degree in English or Italian. 2. A minimum of 3 years' EFL experience. As part of the selection procedure, an orientation day for invited applicants will be held in London on 18 July, to be followed by an interview for specific posts. Please apply by Wed. 15 July, enclosing full CV and contact person number. To: Mrs. Wright, English Language Centre, 15100 Athens. Tel: 01-221 1000. 460000

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Established and professional language schools group in Rome. Italy requires EFL teachers. Must be a native speaker of English, with a minimum of 3 years' EFL experience. As part of the selection procedure, an orientation day for invited applicants will be held in London on 18 July, to be followed by an interview for specific posts. Please apply by Wed. 15 July, enclosing full CV and contact person number. To: Mrs. Wright, English Language Centre, 15100 Athens. Tel: 01-221 1000. 460000

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Administration l.e.a. continued



CAREERS OFFICER (2 posts) SC 4/5/6/7, £7,659-£10,847

Qualified Careers Officers will commence on Scale 5 £8,790 per annum. Careers Officers holding only Part I of the Diploma in Careers Guidance will commence on SC4 £7,659 and proceed to SC5 after satisfactory completion of Part II of the Course. Applicants must hold at least Part I of the Diploma in Careers Guidance.

POST 1

The appointee will be required to provide career guidance to school leavers, involvement of parents, planning careers education programmes, providing support to those on YTS and unemployed, canvass local employers to develop occupational knowledge and identify vacancies.

POST 2

The appointee will be required to provide career guidance equally between a school sited in the Inner Urban Area and with the long term unemployed as well as YTS trainees. Part of the school cover will include some work with special schools. This post is funded under Urban Aid.

APPLICATION FORMS, to be returned by 20th July, and further details are available from the Personnel Officer, Personnel Services, Town Hall, Bolton BL1 1RU (Tel. Bolton 381832). Registered Disabled Persons are invited to apply. Trade Union Membership is a condition of service.
An Equal Opportunity Employer

(02054)

HERTFORDSHIRE

Advisers for Primary Education (Soulbury HT8)

The authority is re-organising and increasing its advisory support for primary schools. It has just appointed a new County Adviser for Primary Education, and wishes to appoint four Advisers, each of whom will have responsibilities related to particular areas of the county.

Applicants should have substantial and successful experience at headship level (infant, junior, first, primary or middle) and additional experience of inter-school work such as contributions to INSET, curriculum development or evaluation.

The County Council offers an attractive recruitment incentive package.

Interviews will be held in September for appointments to commence on 1st January 1988. Further details and an application form can be obtained from the County Education Officer (reference AAN/6), Education Department, County Hall, Hertford SG13 6DF (telephone 0992 555527), and should be returned by 17th July 1987. Please quote reference TES4.

(14072)

INSPECTOR FOR ENGLISH

Applications are invited for this important post which offers considerable scope for an experienced, enthusiastic and well-qualified teacher. Croydon is committed to providing all pupils with a well structured and clearly defined language curriculum. The Inspector will inspect and report on both provision and attainment, and advise on future developments.

The post is suitable for those new to Inspectorate work or for experienced inspectors and Advisers seeking a new challenge. Conditions of service are South-East salary in the range Head Teacher Group 8-10.

Tenable: 1st January 1988, or earlier if possible. Further details and application form are available from the Director of Education, Education Department (TAS), Taberner House, Park Lane, Croydon CR9 1TF. Telephone: 01-750 5490.

Closing date for applications 17th July.

(02059)



Senior Education Officer

GENERAL SERVICES £21,120-£23,232

Applications are invited for this important third tier post in the County Education Department. Responsibilities include control of revenue and capital budgets, the departmental personnel function, development of sites and buildings, preparation for competitive tendering, and the introduction of modern technology. Substantial and responsible managerial experience, preferably in local government, is more important than a particular professional discipline.

Further details and application forms are available from the Director of Education (DMH), Shire Hall, Sharnfield Park, Reading RG2 9XE. Tel: Reading 975444 ext. 3424. Closing date for applications 20th July.

An Equal Opportunity Employer



Suffolk County Council

Education Department

PROFESSIONAL ASSISTANT

Southern Area Post No. E325

£12,510 - £13,500 per annum

Applications are invited for the post of Professional Assistant in the Southern Area Education Office in Ipswich.

This is an ideal opportunity for a teacher to enter administration in an education authority which has a national reputation for curriculum innovation and professional development. There is scope for participation in a wide range of educational issues, but the principal duties will include the administration of the 1980 and 1981 Education Acts, attending governing body meetings and preparing statistics.

Applicants are sought from graduates with teaching experience who are sensitive, adaptable and willing to work hard. A casual user car allowance is attached to this post and generous assistance with removal expenses is available.

Application forms and further details are available from the County Education Officer, St. Andrew House, County Hall, Ipswich IP4 1LJ (SAE please).

Closing date: 13 July 1987.

(14077)

KIRKLEES METROPOLITAN COUNCIL

Directorate of Educational Services

GENERAL EDUCATION INSPECTOR (Art and Design)

HT Group 9 £18,075-£19,587 (currently under review)
HQ Huddersfield

Applications are invited for this post from experienced, enthusiastic and well-qualified teachers to contribute to the work of a well-established team of inspectors. An appointment to Art and Design in all phases of education is essential. The post will involve the successful candidate in monitoring Art and Design education at all levels, and in the active promotion of quality of experience in the visual arts.

The Inspector will also have responsibility for the pastoral care of a group of schools in one area of Kirklees, and in assignments which entail a wide knowledge of current developments in education.

In both the general and subject roles a capacity to take initiatives will be valued equally with the ability to work willingly and effectively with others in the service and with other agencies as appropriate.

Application forms and further particulars (s.a.f.e. 1000) from the Director of Educational Services, Oldgate House, 2 Oldgate, Huddersfield HD1 8QW, to whom completed forms must be returned within 14 days of this advertisement quoting job no. 8898.

Kirklees operates an Equal Opportunities policy; full details of which will be supplied to all applicants.

INSPECTOR

For Nursery and Primary Education

£22,000

Following the promotion of the present incumbent to a Senior Inspectorate Post in another authority, Cambridgeshire seeks an experienced and enthusiastic Inspector to complete its team of four Inspectors for the nursery and primary years.

In addition to phase specialism, the successful candidate will also have a generalist role and responsibility for a patch of schools in all phases.

Application forms and further details from Mrs. B. Rowlandson, Education Personnel, County Court, Shire Hall, Cambridge. Tel. 317920. Closing date 17th July 1987. Interviews will take place in September.

CAMBRIDGESHIRE

An Equal Opportunity Employer

ADMINISTRATION - LEA

DERBYSHIRE COUNTY COUNCIL

CAREERS OFFICER

Scale 6 part of the County Officers scale of £6,500 - £10,164.

Based at the Area Careers Office, New Street, Chesterfield.

With special responsibility for advising the unemployed, the post is based at Chesterfield, Chesterfield, Derbyshire. Applicants should be graduates with a minimum of two years' experience in the field of careers advice and hold the Diploma in Careers Guidance.

A casual car user allowance is attached to the post.

CAREERS OFFICER

Scale 4/5/6 £7,611 - £10,164 with automatic progression to Scale 5 (£8,392) upon satisfactory completion of the probationary year. Based at Derby Careers Office.

Applicants should be graduates or equivalent and hold the Diploma in Careers Guidance. An equal car user allowance is attached to the post.

For these two posts there is a scheme of advancement for newly appointed staff including removal, leading and re-appointment allowances.

Further details and forms of application may be obtained from the Director of Education, County Offices, Victoria Road, Derby DE2 3AG. Tel: 0332 3411. Ext. 451.

Closing date - 17th July 1987.

The Council's policy is that all people receive equal treatment regardless of their sex, marital status, race, colour, religion or national origin or disability. (11055) 480000



Suffolk County Council

Education Department

WESTERN AREA CAREERS OFFICE

CAREERS OFFICERS

POST NOS. E413, E450

£7311 - £9216 PER ANNUM

(SALARY UNDER REVIEW)

Applicants are invited from suitably qualified candidates to join the team of Careers Officers based in the Western Area Careers Office, Bury St Edmunds. The Careers Service enjoys good contacts with employers and is consolidating the links between schools, colleges, managing agents and employers.

Applicants should hold the Diploma in Careers Guidance and the post-holders will be required to undertake the full range of a Careers Officer's duties.

The posts carry an essential car user allowance and therefore a full driving licence and ownership of a car are necessary. Schemes of assisted car purchase and relocation expenses are available.

Application forms and further details of both posts are available from the Western Area Education Officer, Shire Hall, Bury St Edmunds, IP25 1RX (SAE please). Informal enquiries may be addressed to David Ayrton, Area Careers Officer, on (0284) 98469. Closing date: 13 July 1987.

(02983)

EDUCATION DEPARTMENT

CAREERS SERVICE

TEAM LEADER

NORTH EAST AREA BASED AT CRAWLEY CAREERS OFFICE
Salary: SCOT - £11,070-£11,805 plus London Fringe Allowance.

With the newly restructured Careers Service, a vacancy exists for a Team Leader, based at Crawley, covering the North Eastern team.

The team leader is accountable directly to a Divisional Careers Officer and is responsible for the day to day management of the Local Careers Service. They are also expected to possess skills which will encourage staff to work effectively as a team, to establish an efficient service as possible to be provided to the wide range of clients who use the Careers Service.

Applicants will be expected to hold the Diploma in Careers Guidance and have experience as a Careers Officer. Other skills, such as effective communication and the ability to motivate staff, will be of equal importance for this challenging post.

Advantage with removal and resettlement expenses may be given. Appropriate car allowance will be given.

Application forms and further details are available from the Director of Education, Personnel Section, County Hall, Chichester, West Sussex PO19 1RF (s.a.e. please) or telephone Mrs. Carol Viner on Chichester 777753.

Closing date: 17th July 1987.

(02983)



ASSISTANT SECRETARY (Tuition)

The Institute wishes to appoint an Assistant Secretary initially to develop aspects of its qualification work, particularly the improvement of tuition for its examinations. This is a career opportunity in a large and expanding professional body with a current membership of over 125,000. The Institute's purpose is to help bankers with their personal development at all stages of their careers, and in its qualifications work it already has an excellent reputation for its relationships with colleges and teachers. Applicants should be graduates, ACIBs or equivalent, with good experience of administration and the ability to communicate effectively with a wide range of people. Knowledge of professional education and banking/finance will be a distinct advantage. Starting salary according to experience, but at least £20,000 including London allowance. Benefits include subsidised lunch facility, contributory pension scheme, housing loan and possibility of car after qualifying period. Applications marked 'Personal' to Eric Glover, Secretary-General, The Chartered Institute of Bankers, 10 Lombard Street, London EC3V 9AS. Tel: 01-823 3551, by 31 July 1987.

Lancashire County Council

An Equal Opportunities Employer welcoming applications from all sections of the community.

TEMPORARY TEACHER (SPECIAL UNIT)

Salary: Burnham Scale 1 - £1,272 per annum Community Homes Allowance + £2,449 per annum Special Unit Allowance. Required at Redbank C.H.E. Newton-le-Willows, Merseyside, WA12 8EA.

Qualifications: Teachers' Certificate and residential experience desired.

General Special Teacher required in this highly specialised unit, accommodating 26 adolescent boys whose personal difficulties and complex behaviour require therapeutic care and individual treatment within secure facilities.

Ability to offer a programme developing social and interpersonal skills would be a distinct advantage as would previous experience of residential work with problem young people. This is a two-year temporary appointment commencing 1st October 1987, covering for a teacher under-manning the further qualifications. Single or married accommodation may be available on a temporary basis at a rental to be assessed.

Informal enquiries may be made by contacting the Headmaster Mr L. Jackson at the telephone number quoted below.

Application forms and further details from the Principal at Redbank, Winwick Road, Newton-le-Willows, Merseyside, WA12 8EA. Closing date: 14th July 1987.

(02983)

GLOUCESTERSHIRE

COLLEGE ADMINISTRATION

Centre

The Royal Agricultural College teaches a wide range of subjects to 800 students attending its own extensive courses and degree courses taught in conjunction with universities first established in 1845 and it continues to be a leading institution in higher education in Britain. Students attend from many parts of the world.

The post of College and Adult Learning Secretary has recently become vacant and we are seeking a skilled administrator able to handle people sympathetically. A university degree or experience of higher education and no interest in online computing and information systems are essential. Successful candidates will be interviewed.

The Secretary is responsible for administering the marketing services of the College, including all university and college admissions, progressing the work of the college and providing the support services to the college's office services. There is frequent contact with university and college staff and officials. Personal candidates will be interviewed.

Please send curriculum vitae to: The Bureau and Interview, Royal Agricultural College, Cirencester, Glos. GL7 6JH. 111541

500000

P.E. AND SPORTS SCIENCE ORADUATES

Are you looking for a career in leisure and fitness with good management prospects?

If you are and have the necessary experience and qualifications, why not join Fitness for Industry, the national body for fitness and leisure. For details call 01-748 7755. 1354241 500000

WELSH HEALTH PROMOTION AUTHORITY

EDUCATION AND TRAINING OFFICERS

Salary Scale: £8,870 to £11,884 per annum

Applicants are invited for the above mentioned post at the Welsh Health Promotion Authority. Practical experience of community training and teaching courses.

The person appointed will be required to create an educational and training programme for the Welsh Health Promotion Authority as part of the Campaign Team.

Applicants should have a notable level of education, e.g. to degree level or equivalent, not a specific prior knowledge of A118 is not a pre-requisite.

Application forms and job descriptions are available from: Personnel Department, Welsh Health Promotion Authority, 100, Newport Road, Cardiff CF9 1SE.

Tel: Cardiff 471 284, Ext. 2181.

Closing date: 10 July 1987. (084771) 500000

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Educational Psychologists

SHEFFIELD

EDUCATIONAL PSYCHOLOGIST

SCOT Group 7

£13,686 to £17,141

Applications are invited for a fully qualified person to join our Primary Education Psychology Service.

The postholder will work with other psychologists to provide a broad range of services to a group of primary schools, as well as the usual consultation and assessment role we are keen to promote in-school project development.

Application forms and further details from the Chief Education Officer, Personnel Department, P.O. Box 61, 113, Tel: 0742 735704. Closing date: 1st July.

Applications from women, black and ethnic minorities are encouraged. We are an equal opportunity employer.

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Examiners

LONDON AND EAST ANGLIAN GROUP FOR GCSE EXAMINATIONS

EAST ANGLIAN EXAMINATIONS BOARD

LONDON REGIONAL EXAMINING BOARD

UNIVERSITY OF LONDON SCHOOL EXAMINATIONS BOARD

Applications are invited for the following appointments for the June 1988 and subsequent examinations:

GENERAL CERTIFICATE OF SECONDARY EDUCATION EXAMINATIONS

ASSESSORS, VISITING ASSESSORS AND ASSISTANT EXAMINERS

HOME ECONOMICS: FOOD

GENERAL CERTIFICATE OF SECONDARY EDUCATION (MATURE) EXAMINATION

ASSESSORS

Biology English History, Syllabuses A&B Religious Studies

Applicants should be graduates or hold appropriate qualifications and should be under 45 with three years recent teaching experience. Application forms and further details may be obtained from the address indicated below to which completed application forms should be returned by 28th July 1987.

Details from The Secretary, University of London School Examinations Board, Stewart House, (Room 215), 32 Russell Square, London WC1B 5DN. 02556

WELSH JOINT EDUCATION COMMITTEE

CYD-BWYLLGOR ADDYSG CYMRU

Applications are invited from practising teachers in school and in further and higher education, and from other persons with recent experience of teaching, for the following appointments:

1988 GCSE Advanced Level

Chief Examiner in Film Studies

GCSE Chief Examiner in Mathematics (Extension Paper)

Assistant Examiners in English Mathematics

1989 GCSE Advanced Level

Chief Examiner in Mathematics (Mechanics)

GCSE Chief Examiner in Mathematics (Paper 2 in a four-in-line scheme)

* It is not necessary for Assistant Examiners already appointed by the Committee for current examinations to apply.

Further particulars and applications to be returned by 31 July 1987 may be obtained from G. Lloyd Jones, Secretary, Welsh Joint Education Committee, 246 Western Avenue, Cardiff CF6 2YX. A stamped address envelope must be enclosed and the outer envelope should be endorsed Examinations. 022868

LONDON & EAST ANGLIAN GROUP FOR GCSE EXAMINATIONS

East Anglian Examinations Board
London Regional Examinations Board
University of London School Examinations Board

APPOINTMENT OF ASSISTANT EXAMINERS, ASSESSORS AND VISITING ASSESSORS

Applications are invited for appointments for the 1988 examinations in the subjects listed below.

An Assistant Examiner is responsible for marking of scripts.

An Assessor is responsible for the moderation of marks initially awarded by the candidate's own teachers for Practical Work, Coursework, etc. and which, by its nature, must be inspected at the Centre.

A Visiting Assessor will make visits to Examiners' Centres to moderate the marks initially awarded by the candidate's own teachers for Practical Work, Coursework, etc. and which, by its nature, must be inspected at the Centre.

ASSISTANT EXAMINERS are required for:

Accounting, Arithmetic, British Government and Politics, Business Studies, Computer Studies, Environmental Studies, Home Economics, Human Development, Kent Mathematics Project, Mathematics, Mathematics (BEP), Office Technology and Communications, Science (Biol. Chem. Phys.), Science (Modular), Science N, Social Studies, Sociology.

ASSISTANT EXAMINERS are required for:

Accounting, Arithmetic, British Government and Politics, Business Studies, Computer Studies, Environmental Studies, Home Economics, Human Development, Kent Mathematics Project, Mathematics, Mathematics (BEP), Office Technology and Communications, Science (Biol. Chem. Phys.), Science (Modular), Science N, Social Studies, Sociology.

VISITING ASSESSORS are required for:

Accounting, Arithmetic, British Government and Politics, Business Studies, Computer Studies, Environmental Studies, Home Economics, Human Development, Kent Mathematics Project, Mathematics, Mathematics (BEP), Office Technology and Communications, Science (Biol. Chem. Phys.), Science (Modular), Science N, Social Studies, Sociology.

Further details and application forms may be obtained from The Secretary, London Regional Examinations Board, 104 Wandsworth High Street, London SW18 4LP.

Please state the post or posts in which you are interested. The closing date for the receipt of all applications is 1 July 1987 (11.59.59).

THE ASSOCIATED EXAMINING BOARD

Applications are invited for the post of MODERATOR for MODULAR IN RECRUITMENT PRACTICE: Recruitment Practice, Recruitment Interviewing, General Recruitment, Employment Agency Law, Introduction to Counselling, Recruitment Advertising, Law, Finance and Marketing, Organisation and Management, Principles of Selection Testing and Assessment for the June 1988 examination.

Applicants should have an appropriate degree or equivalent qualification in the subject of teaching or professional experience. Successful candidates would be an advantage.

Further details and application forms may be obtained from The Secretary, Associated Examining Board, 104 Wandsworth High Street, London SW18 4LP. Tel: 01-833 6656, Ext. 2201 to whom completed forms should be returned no later than 1 July 1987. The appearance of this advertisement (11.59.59) 600000

THE ASSOCIATED EXAMINING BOARD

Applications are invited for the post of ASSISTANT CHIEF EXAMINER for MODULE VIII of the DIPLOMA IN RECRUITMENT PRACTICE: RECRUITMENT AND MANAGEMENT (Written Paper). This post involves setting and marking the June 1988 examination.

Applicants should have an appropriate degree or equivalent qualification in the subject of teaching or professional experience. Successful candidates would be an advantage.

Further details and application forms may be obtained from Mrs J. Nettle, Associated Examining Board, 104 Wandsworth High Street, London SW18 4LP. Tel: 01-833 6656, Ext. 2201. Completed forms should be returned no later than 1 July 1987. The appearance of this advertisement (11.59.59) 600000

Miscellaneous

PROFESSIONAL SKILLS for new employment. Private Tutoring. Teaching into Qualifications. Courses in 23 subjects. Adult student. Residency. (35489) £1.50. 040-686611

WANTED 12TH JULY OR 18TH, for 3 days, good teacher of Spanish for one adult student. Residency. (35489) £1.50. 040-686611

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ASSOCIATED EXAMINING BOARD

UNIVERSITY OF OXFORD

DELEGACY OF LOCAL EXAMINATIONS

UNIVERSITY OF LONDON SCHOOL EXAMINATIONS BOARD

WELSH JOINT EDUCATION COMMITTEE

General Certificate of Education

Advanced Supplementary Level

Applications are invited for the following appointments:

Chief Examiners June 1989

Mathematics with Applications (Written)

Mathematics with Applications (Coursework)

Applicants should be graduates or hold appropriate qualifications and should be under 65 with five years recent teaching experience. Examining experience is essential. Application forms and further details may be obtained from the address indicated below to which completed application forms should be returned by 21 July 1987.

Details from The Secretary, University of London School Examinations Board, Stewart House, (Room 215), 32 Russell Square, London WC1B 5DN.

123 DAYS THAT COULD CHANGE THE REST OF YOUR LIFE.

If you do not know where you are going you could end up going nowhere at all.

As leaders in the field of career counselling we know just how easily this can happen. For 30 years we have been helping professional people to achieve their personal career objectives and ambitions.

Experience has taught us that by identifying and maximising on individual 'strengths' people can and do achieve success.

If you feel locked into your present position and cannot see a way to progress in Education and are ready to consider other career alternatives -

now is the time to act.

During August Chusid Lander will be running 3 day career seminars in London, Birmingham and Manchester specifically designed for the needs of the teaching profession. For further information, please telephone your nearest office.

021-643 8102
10th Floor, The Rotunda,
New Street, Birmingham B2 4PA.
01-580 6771
35-37 Fitzroy Street, London W1P 5AE
061-228 0089
Sunley Tower, Piccadilly Plaza,
Manchester M1 4BT.

CHUSID LANDER

MISCELLANEOUS continued

A flair for motivating and training others?

Redland Roof Tiles is the principal manufacturer of pitched roofing materials, with an impressive presence throughout the UK.

We are currently seeking a Sales Trainer who will be based at our Training Centre in Gloucestershire. Reporting to the Sales Training Manager, you will be involved in originating and implementing training courses for both Redland and our customers. This embraces both "conference room" and practical training covering all aspects from estimating to product application.

A knowledge of the roofing or building industry is essential - although thorough training will be given on our own product range. In addition we are looking for someone who can bring a fresh and creative approach.

If you are a highly motivated individual with good interpersonal skills, write with brief career details to Mr. David Wilcox, Personnel Manager, Redland Tiles Ltd., Castle Court, Reigate, Surrey RH2 0IT.

Redland
ROOF TILES

Junior Drama Workshop Leaders

HTV - Independent television contractor for Wales and the West of England - is looking for two highly qualified and experienced people to run the exciting new drama workshops for young people which will be launched later this year by Peter Murphy, Head of Children's Programmes, who is developing the project for the Company.

Candidates should be qualified drama specialists with extensive experience in teaching drama and theatre skills to young people aged between 8 and 15. Both posts will start in the autumn on an initial one-year contract. One of the posts will be based in Cardiff, the other in Bristol.

Further details will be sent to those applicants invited for interview during July and August.

Candidates should apply in writing by sending a detailed and current CV to the Personnel Manager, HTV Limited, Culverhouse Cross, Cardiff CF5 6XJ.

Closing date for applications - Monday 13th July 1987

We are an equal opportunities employer and we welcome all applications irrespective of sex, ethnic origin, disability or marital status.



H.E.R.E. Co-ordinator

H.E.R.E. is an organisation founded to assist in bringing companies and associations educational material and services to teachers and lecturers in schools and colleges.

The Co-ordinator's job requires a professional with a knowledge of education, home economics, exhibitions, publishing and basic marketing techniques.

This is a freelance or self employed position. Applicants must be able to demonstrate specific relevant job experience. Preferred age 35-45.

Apply in writing with full C.V. to:
Anna Dera,
C/o Biles Lenoester Plc,
180 Wardour Street,
London
W1V 3AA

Halcyon Neighbourhood Centre Co-ordinator

Do you have the commitment and skills to work with a team of volunteer residents?

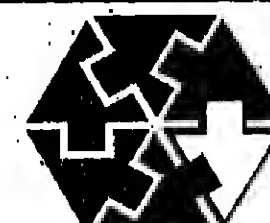
Local residents have initiated an advice service, welfare rights, a magazine, and projects working with the young and elderly on the North Prospect Estate of Plymouth.

The Centre is based in the local Methodist Church which is awaiting renovation. It has its own management committee whose membership reflects the partnership between local residents, NCH and the local Methodist Church.

The salary is £9,216. Funding is for a 5 year period, subject to review.

If you hold a Community Development or relevant qualification, are energetic, have a common sense approach, and an inspiring sense of humour, contact Gwyneth Poulton on (0782) 669608 or write to: NCH Plymouth Sub Office, 81 John Bridge Road, Cattedown, Plymouth PL4 6JJ.

NCH is a Christian based organisation. Closing date: 24th July 1987.



Leisure Services Museum Service for Schools

£10,569 - £12,297 p.a. Scale SO1/2 (Pay Award Pending)

A Schools Liaison Officer is required to manage the section of the Museum and Art Gallery responsible for lending museum objects, pictures, models and replicas to schools and colleges, etc. in Berkshire. There is also a thriving Museum club for children on Saturday mornings.

A Museum Diploma or teaching qualification followed by at least two years' experience in similar work is essential. Applications from people with disabilities, who meet job requirements, are welcomed over and above our commitment to equal opportunities for all.

Closing date: 31st July, 1987.

Reading Borough Council is an equal opportunity employer. Child care facilities are provided. Generous relocation assistance, to the Reading area, is available.

Application forms and further details from Personnel Services, Level 5, Civic Offices, Reading RG1 7TD. Telephone: Reading (0734

MISCELLANEOUS

AGENT WANTED IN IRELAND

We are suppliers of Materials for the CMC in Road Transport equipment. We require a teacher with an interest in the subject of road transport to visit the plant and see the equipment. The person would need to be our agent in Ireland on a continuing basis.

Frederick L. L. Stouffer, Teanogue, Somerset TA4 3TP. Tel: 08845 210, 138745. 660000

Peripatetic Posts

LANCASHIRE COUNTY COUNCIL

An Equal Opportunities Employer welcoming applications from all sections of the community

INSTRUMENTAL MUSIC TEACHING SERVICE

WEST LANCASHIRE REGIONAL MUSIC SCHOOL

Blackpool

Required from 1st September 1987 to teach in Primary and Secondary schools in the Blackpool area. Must have a full current driving licence.

For application forms and addresses to whom completed forms should be sent, send 6A5 (10 copies) to the Chief Education Officer, PO Box 61, County Hall, Preston PR1 9R3.

Closing date: 16th July 1987. (35809) 70000

SUNDERLAND EDUCATION DEPARTMENT

INSTRUMENTAL SERVICE

Required September 1987, for a person as possible

Suitable qualified teachers in Primary and Secondary schools. Also

Scale 5 available for qualified and suitably experienced teachers.

The peripatetic team operates in Primary and Secondary schools. There will be opportunity to work in L.E.A. Music Centre, Central to whole are a regular feature.

Driving licence preferred. Casual car mileage payable. This is a re-advertisement and previous applicants will be considered without re-applying.

Application forms are obtainable from the Director of Education, PO Box 10, Town Hall & Civic Centre, Sunderland SR1 1PS. Tel: 0191 275 1155. 670000

Outdoor Education

ROTHERHAM METROPOLITAN BOROUGH COUNCIL

Rotherham is an equal opportunities employer

EDUCATION DEPARTMENT

WATKINS COMPREHENSIVE SCHOOL

Required from 1st September 1987 to teach in Primary and Secondary schools in the Rotherham area. Must have a full current driving licence.

For application forms and addresses to whom completed forms should be sent, send 6A5 (10 copies) to the Chief Education Officer, PO Box 61, County Hall, Preston PR1 9R3.

Closing date: 16th July 1987. (35809) 70000

COURTLANDS CENTRE

Shedfield Council Education Service

Required September 1987, for a person as possible

Suitable qualified teachers in Primary and Secondary schools. Also

Scale 5 available for qualified and suitably experienced teachers.

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English as a Foreign Language

EAST SUSSEX MEASOR SCHOOL OF ENGLISH

Required from 1st September 1987 to teach in Primary and Secondary schools in the East Sussex area. Must have a full current driving licence.

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Closing date: 16th July 1987. (35809) 70000

DORSET TEFL TRAINING COURSES

Anglo-Continental Education Service

Required September 1987, for a person as possible

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SHEFFIELD COUNCIL EDUCATION SERVICE

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FINANCIAL SERVICES - COMMITTED TO YOUR FUTURE - FINANCIAL SERVICES

If the Teaching Profession doesn't recognise your talents, Providence Capitol will.

Although you may be disillusioned with one career, there's no need to despair. In fact, there's a world of truth in that old cliché about one door opening as another one shuts.

One particular door of opportunity is wide open to people with a background in education. Ours.

The communications skills you have developed over the years could prove invaluable at Providence Capitol. (Part of a group with assets over \$300 million).

As a Providence Capitol Associate, you can anticipate earning ground \$20,000 a year when fully trained. After that, the sky is the limit!

The Financial Services

Act has transformed the financial world. Professional standards are rigorously maintained by all the major companies; and here at Providence Capitol we go to great lengths to provide our Associates with total marketing support.

What kind of career can you expect? Is there job satisfaction? How practical is the training? What about earnings and future prospects? Find out by arranging an informal interview. Please ring 01-7499111 between 10am and 6pm, and ask for Philip Martin.

Providence Capitol Life Assurance Company Limited
Providence House
30 Uxbridge Road
London W2 8PG

FINANCIAL SERVICES - COMMITTED TO YOUR FUTURE - FINANCIAL SERVICES

COMMITTED TO YOUR FUTURE - FINANCIAL SERVICES - COMMITTED TO YOUR FUTURE

English as a Second Language

BUCKINGHAMSHIRE COUNTY COUNCIL

Required from 1st September 1987 to teach in Primary and Secondary schools in the Buckinghamshire area. Must have a full current driving licence.

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THE EAST YORKSHIRE BOROUGH OF BEVERLEY

KING GEORGE V PLAYING FIELDS - COTTINGHAM PARK

Full Time Sports/Playleader in Charge

Scale 3/4 (£6,951 - £8,556)

Applications are invited for the above post.

The pavilion has been designed to accommodate children's sports and play activities and when in use by teams using the outdoor playing fields.

The leader will be required to organise control a wide range of sports and play activities for young persons in the 5-14 age range. The post involves considerable evening work in term time periods and applicants should already have had experience of working with children.

The possession of an appropriate qualification would be a considerable advantage.

Further details of the post are available from the Hatterfield Sports Centre Tel: (0482) 860212.

The council offers assistance with removal and relocation expenses and a lodging allowance, where appropriate. Accommodation may be available for a temporary period.

Applicants should state any relationship to a member of or officer of the Council. Canvassing disqualifies.

Applications (quoting Ref SA30) stating age, qualifications and experience together with the names and addresses of two referees should reach the Chief Executive at The Hall, Laigate, Beverley HU17 8RT by 13th July 1987.

AN EQUAL OPPORTUNITIES EMPLOYER

THE CENTRAL COUNCIL OF PHYSICAL RECREATION

The Central Council of Physical Recreation, the national association of governing bodies of sport and recreation, requires

Technical Officer

with experience and knowledge in the teaching and administration of camping, walking and navigation and a variety of outdoor pursuits to play an important role in the promotion and development of the CCPR's Basic Expedition Training Award.

The post will include lecturing, committee work and meetings with senior officials and will require not only expertise, enthusiasm and initiative, but also a general interest in sport and recreation.

The Basic Expedition Training Award is part of the CCPR's Community Sports Leaders Award Scheme which is organised in cooperation with member governing bodies of sport and recreation and other national agencies.

The officer appointed will be based in London but will travel throughout the country and will be responsible to the CCPR's Senior Technical Officer for the effective implementation of the Award.

Salary and conditions of service will be attractive and will reflect the importance attached to the Community Sports Leaders Award Scheme by the Executive Committee of the CCPR.

Car or travel allowance will be provided.

Application form and further information from: The General Secretary, CCPR, Franks House, Franks Street, London SW1P 1PE.

EDUCATION COURSES

ATASTE OF TEFL IN A WEEKEND

Have you thought about teaching English as a foreign language? Too busy to spare a month to find out?

'A TASTE OF TEFL' provides an intensive weekend introduction to the practical techniques of teaching English as a foreign language. Centres abroad, Multilingual courses teaching all over the world.

Please contact: Multilingual, 8 Hallings, Bradford BD1 1GU. Tel: 0574 736714. 760000

THE PRACTICE OF EDUCATION

A 1 year course, beginning October, near Victoria Station, Tuesday & Thursday, 6.